

English Language Pedagogy

**Most Important For Samvida
varg 3 CTET UPTET and Other
State TET**

Free Download All Subject PDF

आप नीचे दिये Link से संबंधित Subject की सभी PDF को Download कर सकते हैं



Nitin Gupta Notes



Current Affairs PDF



Maths PDF



Reasoning PDF



History PDF



Gepgraphy PDF



Economics PDF



Polity PDF



Science PDF



Computer PDF



Environment PDF



General Hindi PDF



General English PDF



Child Development and Pedagogy PDF



MP GK PDF



UP GK PDF



Rajasthan GK PDF

English Language

- The word 'Language' is related to the Latin word 'Lingue' which means produced with the tongue.
- Edward Spair, characterizes "Language as purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.
- English is very popular and is widely used by most people in the world. Hence, it is considered to be an international link language.
- Pedagogy of English is an endeavor to develop an understanding of the nature and function of English language and the importance of teaching of English.

■ Importance of English

- English is the only language which is understood in all countries of world.
- People from different countries establish their social, economic, cultural and political relations with other countries through English. Hence, it is considered as global language.
- English plays an important role in education. It is used by intellectuals in academic activities. It is the medium of instruction in technical, law commerce, medical, science and other institutions. Pandit Jawaharlal Nehru had said, professional "English is our major window on the modern world.

■ Aims and Objectives of Teaching English

- The general aim of teaching English is to enable the learners an effective user of English language after developing their four basic skills — listening, speaking, reading and writing.
- Development in listening means the development of semantic aspect of English which enables the listeners to listen to English sounds properly, listen to words with meaning expressed by others and organise the ideas listen to.
- Development in speaking and reading means the development of phonetic aspect of English which enables learners to read English letters, words and sentences correctly and properly and to read English with proper stress, pronunciation, intonation and to read English with proper pauses and speak English fluently.

- Development in writing means the development of the graphic aspect of English which enables learners to express the thoughts and ideas in a written form, use proper punctuation mark, write English letters, words and sentences correctly.

■ Principles

The fact that learning has become a source of burden and stress on children and parents which causes distortion in the quality of education. To overcome from all these problems the NFC 2005 recommended five guiding principles for the curricular development :

- (a) Connecting knowledge to life outside school,
- (b) Ensuring that learning shifts from rote methods,
- (c) Enriching curriculum so that it goes beyond text books,
- (d) Making examinations more flexible and integrating them with classroom life.
- (e) Nurturing an overriding identity informed by caring concerns with in the democratic polity of the country.

■ Nature and Characteristics

Nature of Language

- As language is only means of communication for the human therefore it is an inseparable part of human society. Followings are the nature of English language :
 - Language is learnt.
 - Language is an acquired behaviour
 - Language is a system
 - Language is vocal
 - Language is for communication
 - Language is based on cultural experiences
 - Language is a system of symbols
 - Govern by a particular set of rules
 - Language is a skill subject
 - Symbols of language is arbitrary
 - Language is made of habits.

Characteristics of Language

- It can be said that English is a mixture of languages. It has absorbed vocabulary from many languages of the world. Hence, English is the most dynamic language of the world. It has following characteristics

- English is heterogeneous as it adopts words from other languages.
- English is a systematic language as it functions through sounds, words and structures. The study of system of sound is known as **phonology**.
- English is a mixture of languages. It is not 100% Latin, not Greek, not German or Arabic. Hence, English is unique in its nature.
- English is dynamic in its nature. It is constantly changing.
- English is a highly creative language that's why it has wide variety of prose and poetry, fiction and non-fictional writing.
- English is a highly productive language.
- English is extremely modifiable.
- English has its own grammatical rules and structure of sentences. Hence, it is grammatical.

Expectations from an English Language Teacher

It is very necessary for a teacher to have both professional knowledge and professional skills.

Professional Knowledge

It can be categorised into following heads that is expected from an English language teacher should possess :

- Content knowledge
- Pedagogical knowledge
- Knowledge about learners
- Knowledge about curriculum

An English language teacher should have following skills :

- Motivational skills
- Classroom management skills
- Communication skills
- Assessment skills
- Professional skills
- Technology skills
- Planning skills

Maxims of Language Teaching

There are different maxims of teaching that have universal significance. The person who wants to enter into the teaching profession should have to familiarize himself with the maxims of teaching. The different maxims of teaching are given below :

- From known to unknown
- From simple to complex
- From concrete to abstract
- From analysis to synthesis
- From particular to general
- From empirical to general
- From induction to deduction

- From psychological to logical
- From actual to representative
- From whole to parts
- From definite to indefinite

All the above given settled principles, tenets, working rules or general truths through which teaching becomes interesting, easy and effective are called the maxims of teaching.

Methods and Approaches of Teaching English

For the effective teaching many methods, approaches and techniques of teaching are adopted and employed in the classroom.

- An approach is a set of assumptions dealing with the nature of language teaching and learning.
- A method is an overall plan for the orderly presentation of language material and all of which is based upon, the selected approach.
- A technique is a particular trick or strategy which actually take place in a classroom. Techniques must be consistent with a method and therefore in harmony with an approach as well.

■ Methods of Teaching English

Translation-cum-grammar Method

The following are the principles of grammar-translation method :

- It is also known as Classical/Traditional method
- Rote learning is encouraged that is one of the oldest methods of teaching English.
- English is taught through mother tongue, translation of each and every word, phrase and sentence is done into mother tongue.
- Unit of teaching is word.

Merits of Translation-cum-grammar Method

- It makes use of learners' knowledge of his/her mother tongue.
- abstract ideas and expressions can be easily
- The philosophical principle, known to unknown is followed explained.
- It is more effective for the students of Primary stage.

Demerits of Translation-cum-grammar Method

- It stops the power of thinking as the learners first think in Hindi and then translate their thoughts, ideas etc into English that is cumbersome.
- It does not improve the oral fluency and correct pronunciation, stress and intonation are neglected.
- It is an unnatural method and not suitable when class is heterogenous.

- It lays more emphasis on memorizing rules and word-meanings.
- It is dull and mechanical and hence boring.

Direct Method

The following are the features of direct method :

- This method is also known as **Natural/Reformed** method.
- This method was evolved as a reaction against the Translation-cum- grammar method.
- Pronunciation and grammar are crucial. Hence, use of mother tongue or native language is discouraged.
- The aim of this method is to make the learner acquire a real command over the language without the intervention of mother tongue.
- This method **originated in France**.
- **Unit of teaching is sentence.**

Merits of Direct Method

- It provides the natural way of learning and develop fluency.
- It makes more use of audio-visual aids to make learning easier.
- It involves more activities, hence it is interesting.
- It makes the learner ready to face real life situations.

Demerits of Direct Method

- It is laborious and time consuming and expensive.
- It is difficult as there no use of mother language as it ignores translation completely, some phrases, expressions and idioms can not be explained.
- This method is suitable to linguistically minded students only.
- Only teachers with good command over English are required.

Dr. West's New Method

The following are the features of Dr. West's New method

- It was devised by Dr. Michael West.
- It was a revolt against the Direct method.
- It gives priority to reading with select vocabulary and favours judicious use of mother tongue.
- It lays more emphasis on developing reading ability and that too on silent reading.

Merits of Dr. West's New Method

- It helps in developing the habit of independent reading and enhances/enriches vocabulary as new words are frequently repeated.
- It develops comprehension and self activity as the use of mother tongue makes the difficult task easy.

Demerits of Dr West's New Method

- This method attaches too much of importance to silent reading.
- It lays no emphasis on theoretical grammar and ignore other skills such as listening, speaking and writing.
- It is unscientific and unpsychological because it starts with reading.

Substitution Table Method

Features

- This method can be used with any age group.
- In this method words of one sentence are substituted by a mixture of words and phrase.
- It was devised to supplement the Direct method.

Criteria for choosing a model sentence

- Simple structures or language component should be chosen from the text to be taught and should refer to the subject matter of the lesson.
- In the beginning easy sentences should be chosen.

Bilingual Method

Features

- It was developed by **C.J. Dodson** in the late 1967s.
- It is a mid way between the Translation-cum-Grammar method & the Direct method.
- It is based on the concept that it is merely a waste of time to create a situation for a language when it could be easily taught using mother tongue.
- It is known as sandwich technique because a statement is said twice first in target language and then in mother tongue.
He will come on Sunday.
- This method is based on the principle of re-formulation of concepts, structure and use in the mother tongue.
- It provides three phase structure-presentation, practice and production.
- **Sentence is the unit of teaching.**

Merits/of Bilingual Method

- It does not require trained teachers.
- It is labour and time saving and quicker method.
- This method is suitable to all kinds of schools- rural or urban, government or private, English or Hindi medium.

Demerits/Bilingual Method

- It can develop the habit of translation.
- Reading and writing are ignored and grammar is not taught systematically.

- The following methods can also be used, besides the above mentioned method:

Audio Lingual Methods

Main Features

- It is based on the principle of behaviour psychology and material is presented in the form of dialogue.
- **Skills:** Listening, Speaking, Reading and Writing are developed in order.
- Great importance is given to precise native-like pronunciation and vocabulary is taught in context.
- Language laboratories, tapes and audio-visual aids are used well enough.
- Use of mother – tongue is allowed, which is the key feature of audio lingual methods.

Active Learning Method (ALM)

Main Features

- This method involves the learners directly and actively in the learning process.
- It improves critical thinking skills and interpersonal skills and prefer strategies promoting active learning.
- Its strategies include – group discussions/project work/group work, problem solving, case studies, role plays, journal writing for developing the target language.

■ Approaches for Teaching English

Structural-Oral-situational Approach (SOS)

The SOS involves direct method, the oral approach and audio lingualism.

This method is based on the following **assumptions**

- The basic structures and sentence patterns of English are arranged according to their order of presentation.
- Learning should be in the order of LSRW.
- Syntax should also be taught besides words.
- Vocabulary is presented through graded vocabulary lists to achieve a practical mastery.
- **According to Hornby there are approximately 275 structures in English.**
- **Speech and oral work** are the central parts of this approach.
- It has **three phases**
 - Presentation (must be in a meaning ful situation)
 - Practice (orally before moving on to regaining or writing)
 - Production

Merits of SOS

- All the four basic skills are given equal importance, to get practical command over these four basic skills of language.
- This approach lays emphasis on learning a language in contexts and situations, which makes learning stable and enjoyable.

Demerits of SOS

- It puts too much stress on drill work and not convenient in overcrowded classrooms.
- Prose, poetry and composition can not be effectively taught.

Structure & Gradation

The different arrangement or patterns of words are called structures that should be selected on the basis of : Simplicity, Utility, Teachability, Productivity, Learner's age and capacity.

Examples of structures

Subject	Verb	Object (SVO)
He	plays	cricket.
Verb	Subject	Object (VSO)
Is	he	cricketer?

Gradation of structures

- ◆ Simple two part pattern
Ex : She plays.
- ◆ Simple three part pattern
Ex : She plays cricket.
- ◆ Simple four part pattern.
Ex : She is making rice.
- ◆ Pattern with 'there' and 'it'
Ex : There are two girls.
It is not snowing.
- ◆ Questions beginning with a helping verb
Ex : Does he play?
- ◆ Commands, requests, wish
Ex : Stand up.
Please come.
May you live long.
Tag Questions
Ex : He is playing, isn't he?

■ The Communicative Approach/ Communicate Language Teaching

Main Features

- The communicative approach applies to both spoken and written language.
- It combines lexical items into meaningful and communicative expression that highlights the real communication for learning to take place.
- It is situational, meaningful, motivating and self rewarding and develops confidence among the learners.
- In this approach language is acquired through the following stages :

(i) Early speech production

In this stage learners are asked questions with yes-no, either-or options and interviews can be taken.

(ii) Formation of Speech

In this stage learners are involved in games, recreational, content and information problem solving activities.

Functional-Notional Approach

Main Features

- Notions are meaning elements that may be expressed through parts of speech such as nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.
- Notion literally means an idea.
- Functional categories of a language includes the following :

Personal

- It is the expression of one's thoughts or feelings of love, joy, disappointment, surprise, anger, frustration, moral, hunger, thirst etc.

Interpersonal

- It is establishing and maintaining desirable social and working relationships with others like greetings others, expressing joy at other's success, etc.

Directive

- It is influencing the actions of others like making suggestions, requests, refusals, persuasion, warning etc.

Referential

- It is talking or reporting about things, actions, events or people.

Imaginative

- It is creation of rhymes, poetry, plays or stories.

The Natural Approach

Main Features

- This approach was given by Stephen Krashen and T.D. Terrel, which helps in learning the second language without using printed texts.
- It is based on the following hypotheses :
 - The Acquisition-Learning Hypothesis
 - The Natural Order of Hypothesis
 - The Monitor Hypothesis
 - The Input Hypothesis
 - The Affective Hypothesis
 - The Filter Hypothesis
 - The Aptitude Hypothesis
 - The First Language Hypothesis

- The Textuality Hypothesis
- The Expectancy Hypothesis
- The Natural Approach is for beginners and is designed to help them become intermediates which is based on an assessment of student needs.

The Integrated Approach

Main Features

- The Integrated Approach was introduced by the National Curriculum Framework (NCF) – 2005 of NCERT.
- It abridges the gap between the structural approach and communicative approach.
- Students must be encouraged to develop all the basic skills of the language which will be helpful in the development of life skills such as critical thinking skills interpersonal communication skills, negotiation/refusal skills, decision making/ problem solving skills, self-management skills etc.

Language Skills

■ Language Skills

Teaching of a language is the development of four basic skills i.e., listening, speaking, reading and writing to complete communication. These are generally known as **LSRW**. These skills are related to each other in the following ways :

- The mode of communication, whether oral or written can be summarized as

	Receptive	Expressive
Oral	Listening	Speaking
Written	Reading	Writing

Developing Skills

- Listening and speaking skills are vital language skills to develop when learning English. Hence, they are known as primary skills.
- Speaking and Writing are also known as **reinforcement skills** or **secondary skills** which are given equal importance.
- The development of these skills, develops fluency, accuracy and appropriacy among the learners.

■ Listening Skill

- Listening Skill is related with hearing input.
- It is a receptive language skill in the oral mode.
- Learning of a language starts from listening.
- Speech, rhythm, and pronunciation of words are learnt by listening to appropriate language models.

Listening Procedure/Micro Skills

A Listener has to:

- Recognize stress, rhythm patterns, tone patterns and intonational contours and discriminate among the distinctive sounds and deduce meaning from it.
- Detect key words and guess meaning from context.

Listening Strategies

Two different listening strategies are followed for different listening purposes. *These strategies are as follows:*

Top-down Strategies

- These strategies are listener based that make sense of what we are listening to.
- These include
 - listening for the main idea
 - making a prediction.
 - drawing inferences
 - summarizing and identifying the topic

Bottom-up Strategies

- These strategies are text based.
- These include
 - listening for specific details and involve tasks that focus on understanding at a sound or word level.
 - recognizing cognates (relation of sound & word with each other)
 - recognizing word order pattern

Listening Activities

Listening is an important skill and there are lots of activities which may have more than one goal or outcome but each listening activity has as its goal the improvement of one or more specific skills like-

- Identification or recognition of message and orientation or determination of major facts about message
- Identify the main idea of comprehension.
- Replication or reproduction of the message orally or in writing.

Pre-listening activities are taken to prepare the learners for what they are going to listen or view. Pre-listening activities consist of-

- predicting content to generate interest
- assessing learners' background knowledge of the topic and linguistic content of the text.
- providing learners with all-important background knowledge
- making learners aware of the type of text and the purpose of listening.

Listening activities which can be used to develop listening skills are :

- Story telling
- Interviews & Conversations
- Taped materials and flow charts
- Reading a passage

Assessing Listening Proficiency

For the sake of providing authentic assessment of learners listening proficiency means a follow up work or post-listening activity which must reflect the real life uses to which the learners might put information they have gained through listening. The assessment should be based on the following points :

- It must have a purpose other than assessment
- It must require learners or students to demonstrate their level of listening comprehension by completing some task.

Functions/Role of Listening

Functions or role of listening can be summarized as

- and in permanent learning of the learners.
- It helps in communication purposes.
- It helps to understand and act according to the emotional state of the speaker.
- It is fundamental to the entire process of mastering and using a language for better communication.

Speaking Skills

- It is a productive or expressive skill in oral mode of communication.
- It is a crucial part of learning and regarded as the measure of knowing a language.

Objectives of Teaching Speaking

Objectives of teaching speaking are as follows :

- To make the learners efficient in reading and writing so that they can express themselves freely on topics of everyday life.
- To develop verbal-linguistic ability among the learners.

Speaking Procedure/Micro skills

It involves the following micro-skills :

- pronouncing the distinctive sounds of a language clearly so that people can distinguish them.
- using stress, rhythmic patterns and intonation patterns of the language clearly.
- using vocabulary appropriately and emphasizing main idea

Speaking Situations

There are three speaking situations :

1. Interactive

Example : Telephone call and face to face conversation

2. Partially Interactive

Example : Speech, Lectures

3. Non-Interactive

Example : Recorded speech

Speaking Strategies

Given following speaking strategies can be followed :

Using Minimal Responses

- Students have to indicate understanding, agreement doubt or other responses by responding in 'Yes' or 'No' or by other gestures.

Recognizing Scripts

- For example scripts of greetings, apologies, compliments, invitations and other occasions are different scripts that should be used on different occasions.

Using Language to Talk about Language

- Different clarification strategies can be opted to infuse confidence among the students and enable them to manage the various communication situations that they may encounter outside the classroom.

Techniques for Teaching Speaking

The main aim of teaching skills is to develop communicative efficiency which can be developed through language input, structured output and communicative output.

Language Input

- Language input includes teacher talk, listening activities, reading passages and the language heard and read outside the classroom.
- Through these inputs, the students begin to produce language themselves.
- It may be **content oriented** or **form oriented**.

Structured Output

- Structured output focuses on correct form.
- Text book exercises form a good structured output practice activities to increase accuracy.

Communicative Output

- Communicative output means completing a task by eliminating the information gap.
- It allows the students to practice language freely.

Speaking Activities

Speaking activities help in developing communicative proficiency. To develop speaking skills, the following important activities should be performed :

- To increase confidence among learners, they should be allowed to speak about whatever they can, irrespective of grammatical errors.
- At the primary level, the speaking activities should include greetings, informal requests, asking personal information etc.
- Learners should not be pressurized to give answer quickly so that they would overcome their shyness.
- Pronunciation errors should be corrected without any humiliation.
- Learners should be asked to describe a picture.
- Audio-lingual drills should be used and the students should asked to describe a picture.
- Task based games should be performed.
- Learners should be encouraged to talk more & more.
- Feedback on grammar or pronunciation problems should be given without any humiliation.
- Tongue twisters can be used to improve pronunciation.

■ Reading Skill

Reading skill is a receptive skill in written form. It is a decoding process which enables the student to extract thoughts, facts and information from the printed symbols. **Decoding** means deciphering sounds in words and phrases and sentences.

This skill involves the interpretation of ideas symbolized by written or printed language. Reading skill is an interactive process that goes on between the reader and the text, resulting in comprehension.

Objectives of Teaching Reading

Reading helps the learners

- To absorb vocabulary, grammar and sentence structure.
- To pronounce words correctly and understand meaning of words.

Components of Reading

There are four essential components of reading.

1. Phonics:

- Phonics is the connection between sounds and letter symbols.
- It is the process of mapping sounds in words to written letters
- It is one of the earliest reading skill learners should develop because it introduces them to the link between letters and sound.

2. Vocabulary:

- The development of vocabulary in the fundamental part of academic and reading success.

- Learners must understand the meaning of the words in order to comprehend what they are reading.
 - Vocabulary development in one of the important components of the reading skill.
- 3. Fluency :**
- It is the ability to read text accurately and smoothly.
 - It is developed from reading practice.
 - It helps learners move from decoding words to sight reading.
 - Repeated oral reading is the best way for learners to improve their fluency.
- 4. Phonemic Awareness :**
- A phoneme is the smallest unit of sound in a word.
 - For example the word "mat" is made up of three sounds (phonemes) /m/, /oe/ and /t/. When these three sounds are combined fluidly, they make up the word mat.

Methods of Teaching Reading

There are two methods of teaching reading. These are

(a) Letter Method		(b) Non-Letter Method	
1.	Alphabetic method	1.	Whole-word method
2.	Phonics method	2.	Phrase method
		3.	Sentence method
		4.	Story method

Stages in Reading

1. Preparatory Reading

- It is a pre-reading stage.
- In this stage language structure and vocabulary are taught.

2. Productive Reading

- In productive reading stage letters and words are emphasized.
- In this stage habit of reading is formed.

3. Imagination Realization

- In this stage, reading becomes vigorous.
- In this stage, students become accustomed to the use of books.

Types of Reading

There are following types of reading :

- Extensive Reading
- Intensive Reading
- Silent Reading
- Loud Reading

Reading Strategies

Reading strategies help the students to read more quickly and effectively. Reading strategies are as follows

- 1. Pre viewing :** Previewing means reviewing titles, sub-titles, section headings and photo captions to get a sense of the structure and content of a reading.
- 2. Predicting :** Predicting means using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension.
- 3. Skimming :** Skimming is quick survey of the text to get main idea. It is fast reading activity.
- 4. Scanning :** It is a quick reading, focusing on locating specific information..
- 5. Guessing from context :** Guessing from context refers to the ability to infer the meanings of unknown words using prior knowledge of the subject matter and ideas in the text.
- 6. Paraphrasing :** Paraphrasing means stopping at the end of a section to check comprehension.

Developing Reading Activities

Reading activities should be based on the following concepts :

- to increase communicative competence of the students.
- to build confidence of the students.
- to recognize the **purpose** of reading.
For example : to get the main idea, to get pleasure etc.

Broadly reading activities are divided into two categories :

(a) Pre-reading activities

- These prepare the learners for reading.
- These include
 - Skimming
 - Guessing from the context.
 - Previewing
 - Predictions

Above activities are very crucial at lower levels of language proficiency.

(b) While-reading activities

- These activities check students comprehension.
- These includes
 - Scanning
 - Reading for pleasure
 - Intensive reading so that the learners can answer carefully chosen questions.

Reading Activities

- At the primary level reading must be introduced through stories.
- Asking prediction questions help in comprehension.
- Silent reading helps in inferring meaning of new words from the context.

- Learners should be motivated to read more story books.
- Guessing meaning by the learners, from the context helps in increasing vocabulary which is an important factor in developing reading skill.

■ Writing skills

Importance

- Writing skill enables a students to brainstorm (to do mental exercise), ideas, organize them, draft, edit and revise his/her work.
- Without writing it is very difficult to keep in mind the various aspects of a subject hence, it is means of preserving knowledge.
- Writing skill is a useful means of organizing thought and giving it precision.
- It re-inforces oral and reading work.

Characteristics of Good Hand Writing

Hand writing should be fair and legible. A good hand writing includes the following characteristics :

Letter style and uniformity

A uniform letter style should be adopted and it should be either slant or vertical. The letters should be in proper shape and clearly readable. The vertical style is regarded as the best style of writing.

Legibility : It means the quality of being clear enough to read. Letters should be written correctly and nearly so that they should be easily read.

Spacing : There must be proper gap between the letters of a word and between a word and another word.

Size : The size of the letters should not be too big or too small. It should be in proper shape.

Simplicity : The letters should be simple.

Techniques of Teaching Writing

In the beginning following techniques can be adopted to teach writing :

By over-writing : Students should be asked to over write a letter or a word.

With the help of Board : The teacher can write a letter or a word in a line on the board and ask the students to copy them in their note books.

Copying a line : The teacher can write a line in the note books of the students and ask them to copy it on the whole page.

Copying a paragraph : In the later stages, the teacher can ask the students to copy a paragraph from the text book.

Teaching Writing Drill

Writing Drill should be performed in the following ways :

1. Training in Penmanship

- It consists of two stages. In the first stage students are taught free hand drawing. In the second stage students are acquainted with letters.
- It is proposed by scholar that different group of letters to be taught, such as round group letters (eg. O, Q) strokes group letters (eg. I, L, E etc).
- Training in Penmanship helps in muscular control.
- It also increases the power of observation and concentration.

2. Copying Text

- After penmanship, the students should be asked to copy a text.
- This will copying increase their writing as well as reading skill.
- Text will improve their punctuation and punctuation will enhance their accuracy.

3. Transcribing

- Transcribing is recording a thought, speech or data in a written form.
- Students should be asked to transcribe a set of words or a sentence.
- Dictation can be given or a model sentence can be written on the Board.

4. Composition

- Composition is the expression of thoughts, ideas, feelings, observations or experiences in written form.
- It enables the students to use appropriate vocabulary.
- Composition helps in developing writing as well as communication skills.
- It includes an essay, a story, a letter, a poem or a description.
- It enables the learners to present their ideas, thoughts, facts or experiences in an organized and logical way.

Lesson Planning and Material Development

■ Micro Lesson Planning

- Micro teaching is a very effective technique that is used in teacher education where a teacher trainee teaches a small portion of a lesson to a small group of his classmates.

- In micro teaching, a teacher trainee finds opportunities to develop skills in drawing learners' attention, asking questions, using and managing time effectively and bringing the lesson to a conclusion.
- Micro teaching helps develop skills to prepare lesson plans, choose teaching goals, speak in front of a group, and to ask questions and use evaluation techniques and overcome difficulties encountered during the process.

Definitions

- Microteaching has been defined in several ways Allen D.W. defined microteaching as "a scaled down teaching teaching encounter in class size and class time"
- Buch, M.B has given a comprehensive definition of microteaching as a "teacher education technique which allows teachers to apply clearly defined teaching skills to carefully prepared lessons in planned series of 5 to 10 minutes.
- Passi, B.K. says writes that "the most important point in microteaching is that teaching is practised in terms of definable, observable, measurable and controllable teaching skills"
- We can conclude by saying that microteaching is a teacher training technique involving a specific teaching behaviour/skill for short duration of five to six minutes for a small class comprising five or six fellow teacher trainees/peer group on a single concept of subject matter.

Unit Plan

The difference between a unit plan and a lesson plan :

1	A unit plan includes a number of lesson plans	1.	A lesson plan is a plan for one period only
2.	A lesson plan is a more detailed plan than a unit plan	2.	A lesson plan is a more detailed plan than a unit plan
3.	A unit plan takes into account all the aspects of language teaching-learning	3.	A lesson plan concentrates only on one/two aspects of language teaching learning

A unit in an English text book is three complete lessons of the textbook based on different genres on a particular theme; each including reading vocabulary, comprehension, listening and speaking, structures written exercise and composition work comprehensive and continuous evaluation A unit is spread over 9 to 12 lesson plans/ periods while teaching.

A teacher has to prepare the 'objectives' of the unit that she/he wants the learners to achieve and key skills and strategies needed to achieve these objectives. For example reading, writing, oral language skills and strategies.

Following is a sample of Unit Plan.

Class		Section		Subject		
Unit Title	Total number of periods allotted for the unit	Goals and objectives	Teaching learning material	Breakup of activities Week 1 [Break down the unit by day or week] Week 2 Unit Summary	Assessment (CCE)	Remedial teaching

- **First Language (L1)** It refers to the language acquired or learned first by the learner. It generally refers to the mother tongue or the first language of the students.
- **Second Language (L2)** It refers to the language or languages acquired or learned subsequent to the first language. The term Second Language also refers to the language or languages acquired or learned subsequent to the first language.
- **Foreign language,** It refers to that language which the learner is not getting ample opportunities to use outside the classroom.

Using Classroom as a Resource

A resource is a support or aid that can be readily used when needed. Even the classroom can be used as a

resource while teaching English to achieve learning objectives. A class may be considered as a company and the learners educators, infrastructure, the nearby environment may be considered as the resources.

Lesson Planning

- A teacher needs a lesson plan for effective teaching learning process.
- A lesson plan is a very important and useful plan to attain the goals and objectives. The teacher actually imagines a lesson before it has happened.
- It involves predicting, anticipating, sequencing, organising and simplifying as per the level of the students.
- It provides us with a general outline of teaching goals, learning objectives and means to accomplish them.

- It is the teacher's road map of teaching-learning process in which the teacher plans what students need to learn and how it will be done effectively during the class time.
- A successful lesson plan addresses and integrates three key components :
 - Objectives for students learning
 - Teaching/learning activities
 - Strategies to assess students understanding

■ Use of ICT for teaching of English at Primary Level

Nowadays, ICT (Information and Communication Technology) has been used in almost all fields of life, including education. Hence, teachers of today have to keep abreast of the modern technology available for teaching and use each and every opportunity to get their classrooms equipped with the same.

It is the need of the hour for the teachers of today to change their teaching strategies.

Moreover, with the advent of internet technology, the use of a computer as part of today's educational aids has become inevitable. Computers bring to the learners a world of entertainment along with learning by providing computer based educational games (there games can now be played also through television screen) for learning various subjects through computers.

Slide Projectors and Overhead Projectors

As it projects an enlarge image on a screen therefore it is a useful and cheap teaching aid as compared to digital electronic projectors as digital overhead projectors are very costly.

Educational CD and DVDs

At the present time thousands of CDs and DVDs with educative content are available in the market at very cheap rates on every subject ranging from simple nursery rhymes to very complex lessons for higher classes.

Interactive Electronic White Board

- Interactive electronic white boards of today also commonly known as smart boards are the latest tools in the methods of modern teaching.
- An interactive whiteboard (IWB) is a large interactive display (such as a touch screen monitor) which is connected to a computer and digital projector.
- A projector projects the computers' desktop onto the board's surface, where users control the computer using pointers (such as pens, fingers) or other devices.

- It is used to teach large number. of students by showing pictures, videos, texts etc in classrooms and halls at a time.
- In language learning, it can be used by the educators using internet as the medium to give lessons, assignments, or other information to their learners.

Online dictionaries, encyclopaedias, picture dictionaries, talking dictionaries

- The internet offers a multitude of opportunities through thousands of websites to the young students. Nowadays, are free online dictionaries, free online encyclopaedias, picture and talking dictionaries are available to learners.
- Many websites offer online tests for practise to the learners. There are internet sites which can make the learners good story writers and painters by offering them free online training.
- A learner can learn ample of things on every subject through videos available on the YouTube free of charge.

Electronic Books

- An electronic book or e-book is a book published in an electronic format can be integrated impressions with sound, graphics, images, animations and movie so that the information presented is richer than conventional books.
- English language can be easily taught through this without incurring much on the economic front.

Mobile Gadget

- By using mobile gadget and its internet connection, everybody is able to entertain the facilities like e-learning, e-books etc at minimal costs.
- It provides the facility of flexibility of time.

Language Games

- Games are highly motivating since they include activities which have goals and rules at the same time fun.
- Language games can be used to give practise in all language skills and be used to practise many types of communication. to carry on the effort of learning and create a context to use the language meaningfully even shy students can participate positively.
- Games construct a cooperative learning environment and encourage creativity and spontaneous usage of the language.
- Games promote a communicative competence and reduce learning anxiety.
- How to choose Games
- A game must be more than just fun and it should involve "friendly" competition.

- A game should keep all of the learners involved and interested and should give learners a chance to learn, practice or review specific language material.
- The game makes the reasons for speaking plausible to reluctant children.
- Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

Linguistic Development

■ Linguistics

Different linguists have put forward many theories about the language acquisition or learning of a language. These theories have been broadly categorised by linguists as follows :

- Behaviorists
- Nativists
- Constructivists

Behaviorists

- B.F. Skinner is considered to be the father of the modern behavioral theory.
- This theory can be applied to many aspects of human learning including speech and language.
- Behaviorists believe that language behaviours are learned by imitation, reinforcement and copying adult language behaviours.
- Imitation and practice are two important concepts for understanding behaviorists ideas of speech and language development.
- Mistakes are viewed as unwanted interference from the habits acquired with the students' first language.
- According to behaviorists language learning is the ability to communicate orally and aurally.

Nativists

- Nativist like Noam Chomsky developed the **Cognitive Approach** for learning a language and he came up with the idea of the language acquisition device (LAD).
- The nativistic theory is a biologically based theory which states that language is innate, physiologically determined and genetically transmitted.
- This theory believes that language is universal and unique to only humans.
- Noam Chomsky argues that all humans share the same underlying linguistic structure, irrespective of socio-cultural difference, thus opposing Skinner's behaviourist theory.

- Nativists believe that the knowledge of universal grammar serves as a bridge to fill the gap which occurs between the linguistics stimuli to which children are exposed and the rich linguistic knowledge they attain.
- According to Chomsky "human language cannot be scrutinized simply in terms of observable stimuli and responses."
- He observed that language acquisition as the gradual, creative build up of knowledge systems, resulting in improved general language competencies, not just performance of habits in isolated instances.
- Chomsky suggests that language is an innate faculty which means we are born with a set of rules about language in our brains which he refers to as the universal grammar; that is the basis upon which all human languages build.
- Chomsky rejected the learning theories of Behaviorists due to their inadequacy in explaining the creativity in the use of language.
- According to him language cannot be learnt by imitation or mere reinforcement.
- The crux of Chomsky's theory is that the language Acquisition Device (LAD) is an area of the brain where language is already in place from birth.
- The Child is passive in nature and begins to learn languages through LAD.
- Chomsky did not deal with second language learning.

Constructivists

- Constructivists learning theory says that all knowledge is constructed from a base of prior knowledge.
- The constructivist paradigm is based on the assumption that knowledge is subjective, contextual and learners construct knowledge in the social and cultural environment in which they live.
- Constructivism provides 'a new theory learning' and also a 'new theory of teaching. This theory calls for a major shift from teacher-centred teaching towards students-centred understanding-based teaching.
- Greek Philosophers like Plato and Socrates favoured the theory of constructivism.
- Constructivism's central idea is that knowledge is constructed, rather than innate, or passively absorbed, that learners build new knowledge upon the foundation of previous learning.
- The prior knowledge influences what new or modified knowledge an individual will construct from new learning experiences.

- John Dewey and Jean Piaget gave momentum to constructivism.

Constructivism and Piaget

- Piaget was a philosopher from Switzerland.
- Piaget's theory of constructivism argues that people produce knowledge and form meaning based upon their experiences.
- Piaget's theory covered learning theories, teaching methods and education reform.
- His theory of constructivism addresses how learning actually occurs, not focussing on what influences learning.
- Piaget's theory argues that the child plays an active role in developmental change by deriving information from the environment and using it to modify existing mental structures, which he called **schema**.
- It is believed by Piaget that babies are born with the ability to adapt to and learn from the environment. Theory does not have to be taught to crawl or walk.
- Piaget believed that cognitive development is the result of the interaction between the individual and the environment.
- He stressed that knowledge is constructed. It does not originate in innate programming.
- Piaget advocates that there are two aspects of knowledge, the figurative and the operative. The figurative aspect implies how does it appear to our senses whereas the operative aspect refers to bringing about qualitative change through mental activity. He believed the operative aspect to be more important in the context of learning a language.

Constructivism and Vygotsky

- Lev S. Vygotsky believed that culture is the principal determinant of cognitive progress.
- Piaget had neglected effects of the social environment in his study of cognitive development model.
- (e.g., speech, numbers, signs and writing) that just as humans developed physical tools to deal with their physical environment, they also developed psychological tools to aid their thinking and behavior. Speech, writing and numbers, signs systems of human culture are such tools.
- Vygotsky advocates that the child gradually internalizes external and social activities, including communication, with more competent others.
- In educational term, scaffolding means that the teacher or any other facilitator not only supports learning but also encourages the development of learners as independent learners capable of thinking for themselves. In simple term scaffolding is giving the learners the right amount of assistance

at the right time. A teacher may provide scaffolding in different ways such as asking questions, promoting and probing or demonstrations.

- Children rely a great deal on their cultural heritage in the form of knowledge.
- Even small groups of students can provide scaffolding to each other.

Krashen's Monitor Theory

Krashen's Monitor theory is popular among language teacher, largely due its intuitive nature and its immediate practical implications. This theory consists of five main hypotheses

1. The Acquisition Learning Hypothesis

This hypothesis explains that 'acquisition' and 'learning' are two different processes. Language is 'acquired' through meaningful interaction in the target language with no attention to form, while it is learned through a conscious study process with great attention to form. Krashen believes acquisition as more important.

2. The Monitor Hypothesis

This hypothesis further explains that while the acquired system controls the learners fluency in the target language, the learned system acts as an editor or monitor to change and polish the learner's accuracy. Krashen suggests that it requires time, focus and rule learning and can only be used to polish what has been learned through communication.

3. The Natural Order Hypothesis

According to Krashen, learners acquire the rules of a language in a predictable order and that the natural order is independent order in which rules are taught at school.

4. The Input Hypothesis

This hypothesis suggests that language is acquired only through comprehensible input understanding order. If the input is just beyond the level of the learner, both comprehension and acquisition will occur.

5. The Affective Filter Hypothesis

This hypothesis basically points to an imaginary barrier in the student that prevents acquisition from taking place due to effective factors such as motives, needs, attitudes and emotional states. Happy, smiling motivated students are far more likely to use input for acquisition as far as their affective filter is lowered.

■ National Curriculum Framework-2005

The 'National Council for Education Research and Training (NCERT) developed the **National Curriculum Framework (NCF)** in the year 2005 to provide guidelines on different aspects of education and to fulfil the changing needs of the learners and emphasized learner centered approaches. The following important suggestions made by NCF to improve the quality of education.

- To shift learning from rote method.

- To integrate examination within classroom learning and make it more flexible.
- To connect knowledge to life outside the school.
- To enrich the curriculum to provide overall development of learners so that it goes beyond textbooks.
- Employ educational technology to improve the quality of education.
- Primary education should be covered through the home language(s).
- Proficiency in multiples languages including English must be encouraged in children.
- Reading must be emphasized throughout the primary classes.
- A renewed attempt must be made to implement the three language formula.
- It favours inclusive educations for all children.
- The curricular content and its translation should be relevant to the students so that they become constructors of knowledge.
- NCF considers English as one of the language for learning activities that create the child's awareness of the world.
- Cutting down on the number of textbooks.
- Goals of education must be problem solving, reasoning, critical thinking skills the active and reflective use of language and self regulation skills.
- Allow learners should connect knowledge to life outside the school.
- Avoid corporal punishment to create fearless learning and the role of the teacher should be as a facilitator.

National Policy on Education (NPE)

- ♦ The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people.
- ♦ The first NPE was promulgated in 1968 based on the report and recommendations of the Education Commission (1964-1966).
- ♦ The policy called for free and compulsory education for all children up to the age of 14, as stipulated by the Constitution of India (Article-45) and the better training and qualification of teachers. The policy also called for focus on learning of regional languages, outlining the "three language formula".
- ♦ The NPE also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage.
- ♦ The government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. This new NPE stressed on "special emphasis on the removal of disparities and to equalise educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.
- ♦ The NPE (1986) made necessary to adopt a "child-centred approach" in primary education and launched "Operation Blackboard" to improve primary schools nationwide.

- ♦ To promote equality of opportunity of education to all the policy expanded the open university system with the Indira Gandhi National Open University. The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroot levels in rural India.
- ♦ And it was modified in 1992 by the P.V. Narasimha Rao government which envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country.

■ Right to Education

The 86th Constitutional Amendment Act of 2002 that include the Article 21A in the Indian constitution provide for free and compulsory education a Fundamental Right for all children. A rough draft of the bill was composed in year 2005.

The Right of Children Free and Compulsory Education Act was **proposed on 4th August, 2009** and this act came into **effect on 1st April, 2010**, except in the state of Jammu and Kashmir.

On 7 May 2014, the Supreme Court of India held that Right to Education Act is not applicable to Minority institutions in Pramati Educational and Cultural Trust Vs Union of India case.

Main Provisions of RTE Act, 2009

- It emphasizes improvement in the quality education.
- Financial burden will be shared between the state and the central government.
- RTE Act provides free and compulsory education to all children of India in the 6 to 14 age group.
- It makes for the Government responsible to provide free and compulsory elementary education, up to Class 8th, to each and every child in India in a neighbourhood school within 1 km.
- RTE Act also lays down norms and standards relating to Pupil-Teacher-Ratios classrooms, separate toilets for girls and boys, drinking water facility, number of school-working days, working hours of teacher, etc.
- RTE Act mandates that if a child above 6 years of age has not been admitted in any school then he or she shall be admitted in a class appropriate to his or her age and provided with special training to enable she child to come up to age appropriate learning level.
- The RTE Act prohibits :
 - physical punishment and mental harassment;
 - screening proceduress for admission of children;
 - capitation fee;
 - private tuition by teachers;
 - running of schools without recognition.

- No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
- Twenty-five per cent reservation for economically disadvantaged communities in admission to class I in all private schools is to be done.
- RTE Act makes provisions for all schools covered under the Act to constitute a School Management Committee consisting of head teacher, local elected representative, parents, community members. The committees have been empowered to monitor the functioning of schools and to prepare school development plan.

■ Inclusive Education (IE)

Defintion and Features

The National Policy on Education, 1986 (NPE, 1986) and the Programme of Action (1992) provides the basic policy framework for education, emphasizing the need for integrating children with special needs with other groups and the correction of existing inequalities. It emphasizes on reducing dropout rates, improving learning achievements and expanding access to learners who have not had an easy opportunity to be a part of the mainstream system. The objective to be achieved as provided in the NPE, 1986 is to integrate integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

Aims/Goals

- To promote distance education for those who require an individualized pace of learning.
- To emphasize job-training and job-oriented vocational training.
- Recognizing Education for all children as a fundamental right.
- To ensure the inclusion of children and youth with disabilities in all available mainstreams educational settings.
- To promote an understanding of the paradigm shift from charity to development through a massive awareness, motivation and sensitization campaign.

Importance

- Inclusive education lays the foundation to an inclusive society accepting, respecting and celebrating diversity.
- The non-disabled peers adopt positive attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom.

- It leads to the development of social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities.
- Inclusive education results in improved social development and academic outcomes for all learners.

Target Group

- Infants and children with special needs in the age group 0-6 years.
- Children with special needs in the age group 6-14 years
- Young persons with disabilities in the age group 14 to 21 years, who are part of the educational stream.
- Disability would refer to sensory, physical and intellectual impairments, communication, emotional and behavioral disorders, mental health difficulties and multiple disabilities. It would cover the disabilities are defined under the Persons with Disability Act (1995) and the National Trust Act (1999):
 - Mental retardation
 - Low vision
 - Cerebral Palsy
 - Autism
 - Locomotor disabilities
 - Blindness
 - Mental illness
 - Hearing impairments
 - Leprosy cured
 - Multiple disabilities

The Sarva Shiksha Abhiyan provides for district based educational planning and implementation for all children of the age group 6 to 14 years. It will be ensured that district level plans focus on all aspects of the education of children with special needs, including enrolment, support through assistive devices and the availability of trained teachers.

The persons with Disabilities Act, 1995 provides for access to free education in an appropriate environment for children with disabilities till they attain the age of 18 years. It further provides for 3% reservation in all institution receiving funds from Governments for persons with disabilities.

All the schools in the country will be made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled. Special attention will be given for the availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software will be introduced progressively in addition to an adequate number of Braille books.

The National Policy on Education, 1986 is a landmark in the history of Indian education. It lays special emphasis on the removal of disparities and equalize educational opportunities by attending to the specific needs of those who have been denied equality so far i.e., girls and women, the Scheduled Castes and Scheduled Tribes, other educationally backward section and areas, minorities and the handicapped.

Critical Period Hypothesis (CPH)

- The Critical Period Hypothesis states that the first few years of life constitute the time during which language develops readily and after which (sometime between age 5 and **puberty**) language acquisition is much more difficult and ultimately less successful.
- The critical period hypothesis was **proposed by linguist Eric Lenneberg** in 1967.
- The CPH was developed further by **Pinker** (1994), who proposed that **language acquisition is guaranteed during childhood**, progressively jeopardized until puberty ends and is improbable thereafter.
- The theory has often been extended to a critical period for **second language acquisition**.
- Older learners of a second language rarely achieve the native-like fluency that younger learners display, despite often progressing faster than children in the initial stages.
- Second language acquisition will be relatively fast, successful and qualitatively similar to first language only if it occurs before the age of puberty.

Mental Block

A mental block is either a repression of a painful thoughts, or an inability to continue a train of thought. Mental block can be caused by physical disabilities or simply a lack of focus. Mental blocks are also often used to describe a temporary inability to recall a name or other information.

■ Metalinguistic Element

Metalinguistic awareness refers to the ability to objectify language as a process as well as a thing. The concept of metalinguistic awareness is helpful to explaining the execution and transfer of linguistic knowledge across languages. Metalinguistics can be classified as the ability to consciously reflect on the nature of language, by using the following skills:

- An awareness that language has a potential greater than that of simple symbols.
- An awareness that words are separable from their referents.
- An awareness that language has a structure that can be manipulated.

Learner Assessment

■ Introduction

- Learner assessment is an important part of a learning support system. Assessment for learning is all about informing learners of their progress to empower them to take the necessary action to improve their performance.
- Assessment, teaching and learning are inextricably linked as each informs the others.
- As assessment during teaching-learning process is to provide necessary and timely feedback to the learners, parents and teacher and for further improvement.

CCE-concept and Implication

- CCE refers to a system of school based evaluation of students that covers all aspects of student's personality.
- It is a curricular initiative, attempting to shift emphasis from mere testing to Holistic Learning.

■ Evaluation

According to **J.W. Wrightstone**, "Evaluation is a new technical term introduced to design a more comprehensive concept of measurement." This definition refers to the wider concept of measuring the achievement of students. As evaluation is a continuous process. It forms an integral part of the whole learning process and is intimately related to educational objectives. Evaluation is concerned with the all round development of students' personality pertaining to cognitive, affective and psychomotor objectives, thus providing a general impression of a learner's ability and improving teaching-learning process.

■ Continuous and Comprehensive Evaluation (CCE)

The National Policy on Education (1986) proposed "Continuous and Comprehensive Evaluation that incorporates both scholastic and non-scholastic aspects of evaluation, spread over the total span of instructional time".

Meaning of term 'Continuous'

The term 'continuous' means regularity of assessment, frequency of unit testing, diagnosis of learning gaps, use of corrective measures, retesting and constructive feedback of evidence to teachers and students for their self evaluation.

It is built into the teaching learning process and spread over the entire academic session.

Meaning of term 'Comprehensive'

The second term '*comprehensive*' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of the students' growth and development i.e., getting a sense of the 'holistic' development of a child's progress.

It refers to application of variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning, like Knowledge, Understanding, Applying, Analyzing, Evaluating and Creating.

Objectives of CCE

Thus the objectives of CCE are as follows:

- To lay emphasis on thought process and de-emphasise memorization
- To help develop cognitive, psychomotor and affective skills
- To use evaluation as a quality control device to maintain desired standard of performance
- To make the process of teaching and learning a learner-centered activity
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students achievement and teaching-learning strategies on the basis of regular diagnosis followed by remedial instructions.

Scholastic & Co-scholastics Areas

- ◆ Scholastic aspects include curricular or subject specific areas, whereas Co-Scholastic aspects include Life Skills, Co-Curricular Activities, Attitudes and Values.
- ◆ Assessment in Scholastic areas is done informally and formally using multiple techniques of evaluation continually and periodically. The diagnostic evaluation takes place at the end of unit/term test. The causes of poor performance in some units are diagnosed using diagnostic tests. These are followed with appropriate interventions followed by retesting.
- ◆ Assessment in Co-Scholastic areas is done using multiple techniques on the basis of identified criteria, while assessment in Life Skills is done on the basis of Indicators of Assessment and Checklists.

Function of CCE

The functions of CCE are as follows:

- Children can know their strengths and weaknesses. It provides the child a realistic self assessment of how he/she studies.
- It helps the teacher to organize effective teaching strategies.
- Continuous evaluation helps in regular assessment.
- Continuous evaluation serves to diagnose weaknesses and permits the teacher to ascertain an individual learner's strengths and weaknesses and her needs. It provides immediate feedback.

- It provides information/reports on the progress of students in Scholastic and Co-Scholastic areas and thus helps in predicting the future success of the learner.
- It helps in making decisions for the future, regarding choice of subjects, courses and careers.
- Continuous and comprehensive evaluation identifies areas of aptitude and interest. It helps in identifying changes in attitudes and value systems.

Formative & Summative Assessment

Formative Assessment

- Formative Assessment is a tool to continuously monitor student progress in a non threatening, supportive environment.
- Formative Assessment is carried out during a course of instruction.
- It can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.
- It involves the students' being an essential part of assessment from designing criteria to assessing self or peers.
- It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve upon it.

Characteristics of Formative Assessment

The Chief characteristics of Formative Assessment are:

- It builds on students' prior knowledge and experience in designing what is taught.
- It helps students to support their peer group and vice-versa.
- It encourages students to understand the criteria that will be used to judge their work.
- It is diagnostic and remedial.
- It enables teachers to adjust teaching to take account of the results of assessment.
- It offers an opportunity to students to improve their work after they get the feedback.
- It provides a platform for the active involvement of students in their own learning.

Tools and Techniques

Tools and Techniques for Formative Assessments are as follows:

Tools	Techniques
Questions	Examination
Observation schedule	Assignments
Interview schedule	Quizzes and competitions
Checklist	Projects
Anecdotal records	Debates
Document analysis	Elocution

Tests and inventories	Group discussions
Portfolio analysis	Club activities
Rating scale	Research
	Experiments

- It is advised that within each term, schools use the paper-pencil test only once for assessing student performance under Formative Assessment.
- It may be clearly communicated to all teachers teaching various subjects that all projects and assignments must be done as group activities, within the class and school time only.
- Formative Assessment can be carried through using multiple modes of assessment such as assignments, quizzes, debates, group discussions, projects etc.

Summative Assessment / Standardized Assessment

- Summative Assessment is carried out at the end of a course of learning.
- It certifies the level of achievement only at a given point of time.
- It encourages 'learn and forget' syndrome and produces enormous stress and anxiety among the learners.
- It measures or 'sums-up' how much a student has learned from the course.
- It is usually a graded test.

Features of Summative Assessment

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned
- Summative assessment methods are the most traditional way of evaluating student work.

Tool & Techniques

Tool & Techniques of this assessment include

- Objective Type Questions
- Long Answer Type Questions
- Short Answer Type Questions

Methods of Assessment : Tools & Techniques

- Evaluation is an important decision making situation where a teacher is involved in a judgment.
- The quality of the decision depends on the quality of the data and information collected about the learner's learning accomplishments.
- Tools and techniques of evaluation are important components of the process of Continuous and Comprehensive Evaluation (CCE).

Types of Tools

Tools can be :

Standardized

- Standardized tools have the attributes of objectivity, reliability, validity and quality of discriminating between a high and low performer.
- Psychological tests and inventories like intelligence and aptitude tests, interest and study habit inventories, attitude scales, etc. are considered standardized tools.

Non-standardized

- Non standardized tools are teacher made tests, rating scale, observation schedules, interview schedules, questionnaire, opinionnaires, checklists, etc.

Tools & Techniques

Questions

Questions are the most commonly applied assessment tool for finding out what children know, think, imagine and feel.

Types of Questions

- Essay Type Question
- Objective Type Questions
- Short Answer Type Questions
- Very Short Answer Type Questions

Observations

Advantages of Observation

- It helps in recognizing and identifying the various aspects of students' personality development.
- Techniques like debates, elocution group work, practical and laboratory activities, projects, in play fields and school prayers, in clubs and festivals can be used.

Test and Inventories

Oral tests are best suited to assess the depth of learning where a student has difficulty in written expression.

Advantage

- It helps to test listening and speaking skills
- It is used to test certain verbal abilities like fluency, expression and accuracy.
- It is used to test depth of learning of the students through probing questions.

Checklist

Checklist is primarily an instrument of data recording and documentation. In this type of item, students are provided two or three alternatives.

Advantages

- It is quick and easy to implement.
- It provides specific information about specific objectives.
- Checklist can be useful for classroom assessment because they are easy to construct and use and they align closely with tasks.

Rating Scale

- Rating scale is used wherever a response or a learner behaviour is likely to be in a continuum – from excellent to bad or from satisfactory to unsatisfactory.

Portfolio

- It is the collection of evidences of students' work over a period of time.
- It could be day-to-day work or selection of the learner's best piece of work.

Advantages of Portfolio

- It provides a cumulative record of growth and development of a skill or competence in an area over a period of time.
- It enables a student to demonstrate to other, his/her learning and progress.

Portfolio can include

- Photographs
- Paintings and other examples of artistic endeavor
- Audio-Video Recordings
- Self Assessment Sheets
- **Parent Assessment Sheets** : They provide evidence of evaluation done by the parents.
- **There are two basic types of portfolios :**
 - **A process portfolio** : It serves the purpose of classroom-level assessment on the part of both the instructor and the student. It most often reflects formative assessment.
 - **A product portfolio** : It is more summative in nature. It is intended for a major evaluation of some sort and is often accompanied by an oral presentation of its contents.

Characteristics of Portfolio

- It represents a collaborative approach to assessment.
- It emphasizes what students can do rather than what they cannot do.
- It represents a student's range of performance in reading, writing, speaking and listening as well as cultural understanding.
- It measures each student's achievement while allowing for individual differences between students in a class.

- It engages students in establishing ongoing learning goals and assessing their progress towards those goals.
- It links teaching and assessment to learning.
- It allows for assessment of process and product.
- It addresses improvement, effort and achievement.

■ Diagnostic Testing

Meaning

- Diagnostic tests provide a detailed picture of strengths and weakness in the areas of pupil's learning.

Advantages of DT

Diagnostic tests are useful to the teachers for English for many reasons. They help the teachers to

- Identify the causes of slow progress among pupils.
- Locate specific weaknesses in an area of linguistic skills.
- Provide proper feedback to pupils.
- Place the pupils properly in the learning process of English.
- Heighten the efficiency of teaching learning process.

Procedure to Frame DT

- Analysis of complex performance into its component sub skills.
- Developing tests for each of the component skills.
- Generally objective types of test items are preferred.

■ Remedial Teaching (RT)

Meaning

To rectify, improve or remedy something

Need for RT

RT means to offer help to pupils who need pedagogical/didactic assistance. These pupils often function at a lower than average level because of

- Poor memory
- Difficulty in understanding new/abstract concepts
- Weak in problem solving power
- Need more time to complete assignments or tasks
- Mix things up easily
- Poor Comprehensive power
- Fail to grasp information effectively
- Easy distraction
- Lack of self-confidence

Objectives of RT

- The aim of RT is to provide learning support to pupils who lay far behind their counterparts in their performance.

- Its aim is to lay the foundation for pupils' life long learning, help them to develop positive attitudes and values as well as prepare them for future studies & career by developing **generic skills** – interpersonal relationship, communication, problem solving self-management, self-bearing, independent thinking, creativity and the use of information technology.

Utility/Advantages of RT

- It fills the gap of learning.
- It provides for reinforcement.
- It rectifies the concepts that have been misunderstood.
- It provides correct and necessary foundation which is useful for future learning.
- It hastens the process of learning.
- It develops homogeneity in the class by promoting the under achievers to put in more efforts.

Strategies of RT

- Individualized Educational Programme (IEP)
- Peer Support Programme
- Reward Scheme

Procedures of RT

- Classification of Underachievers
- Curriculum Adaptation
- Formulation of Teaching Plans
- Setting up Learning Environment
- Development of Generic Skills
- Good use of teaching materials/Activities
- Home Work Policies
- Behavioral Treatment
- Liaison (contact) with Parents and other Professionals
- Assessment & Record of Learning

■ Assessing Skill

Listening

Assessing Listening Proficiency

- Authentic assessment of learners listening proficiency means a follow up work or post-listening activity which must reflect the **real life uses** to which the learners might put information they have gained through listening.
- The assessment must be based on the following points :
 - It must have a purpose other than assessment
 - It must require learners to demonstrate their level of listening comprehension by completing some task.

Speaking

Assessing Speaking Skills

- Assessment of learners speaking skills means assessment of learners' communicative proficiency. It also means the assessment of pronunciation, stress, rhythm and intonation.
- It assesses learners' use of appropriate volume, clarity and gestures in individual or group situations.
- Assessment of speaking skill can be done by asking the learners to recite a poem, read a passage, perform debate.

Reading

Assessing Reading Skill

- In the communicative proficiency, learners reading level is the level at which the learner is able to use reading to finish communication goals.
- It helps in assessing interpretational, evaluative and comprehensive skills of the learners.
- Reading skill can be assessed in the following ways :
 - Providing a reading task with a variety of items.
 - Reading accuracy can be assessed by phonemic sounds, pronunciation, intonational and rhythmic criteria. This can be done through loud reading.
 - Asking comprehension questions.

Writing

Assessing Writing Skill

- Assessment of writing skill should be set on some functional topics.
- It assesses the expressions and ideas of the learners.
- Writing skill can be assessed in the following manners :
 - Writing picture composition
 - Writing a parallel paragraph with a change in the given paragraph.
 - Joining sentences
 - Writing parallel composition using pictures
 - Writing a paragraph on a topic.
 - Writing a poem
 - Writing a play (skit)
 - Completing a paragraph
 - Changing the form of narration
 - Arranging jumbled words
 - Writing sentences in the plural form or vice-versa
 - Writing an essay

■ Other Types of Assessment

1. Assessment of Learning

The 'assessment of learning' is defined as a process whereby someone attempts to describe and quantify the knowledge, attitudes or skills possessed by another.

2. Assessment for Learning

The 'assessment for learning' involves increased level of student autonomy, but not without teacher guidance and collaboration. The assessment for learning is sometimes seen as being akin to 'formative assessment'.

3. Assessment as Learning

The 'assessment as learning' is perhaps more connected with **diagnostic assessment**. Assessment as learning generates opportunities for self assessment and peer assessment.

4. Assessment in Learning

It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

5. Individual Assessment

It focuses on one student while she/he is doing an activity or task and thus recognises individual work and accomplishments.

6. Group Assessment

It focuses on the learning and progress of a group of students working on a task together with the objective of completing it. It is useful in order to assess social skills, co-operative learning processes and other value related dimensions of a student's behaviour.

7. Self-Assessment

It refers to the student's own assessment of her/his learning and progress in knowledge, skills, processes, interests, attitudes etc.

8. Peer-Assessment

It refers to one student assessing other children. This can be conducted in pairs or in groups. This helps in developing responsibilities among the learners for their own learning.

■ Some Terms

- **Aptitude test** : It is a test to discover and measure the potential of an individual for specific abilities and skills such as music, science, medicine, teaching, graphic-arts, etc.

- **Holistic Assessment** : Assessment includes both Scholastic and Co-Scholastic aspects.
- **Intelligence Test** : It is the test which assesses the student's ability to perceive relationships, solve problems and apply knowledge in a variety of ways.
- **Prognostic Test** : It is a test meant for fore-telling, prediction and forecast designed to predict the student's ability or readiness to undertake the study.
- **Self-Reporting Technique** : This is a technique which is used to find out the response of the respondent to questions concerning their characteristics or behaviour. Students are required to express their likes, dislikes, fears, hopes and ideas about specific aspects.
- **Semantic Slanting** : It means using and crafting words carefully to one's own advantage.
- **Achievement Test** : It is administered at the end of a language course.

■ Prose

Introduction

- Prose is a communicative style that sounds natural and uses grammatical structures.
- The word prose is derived from latin word, 'Prosa' or 'Prosera Oration' which means 'straight forward discourse'.
- Prose is a powerful medium of expressing ideas, facts, laws and principles.
- Coleridge "Prose is words in their best order." Teaching prose means teaching reading with comprehension.

Characteristics of Prose

The main characteristics of Prose :

- Prose is representative of several forms of communication that can be related to philosophical ideas, historical description, social problems, economical conditions and geographical concepts of the society.
- Prose is performed in the shape of dramas and media broadcasts.
- Prose is the most common mode of writing and uses the conventional forms of grammatically complete sentences.
- Prose is the best means of preserving human knowledge, experiences as imaginations and ideas and their transmission to new generation.
- Prose develops the cognitive and affective aspect of students.
- Prose helps in developing language skills : listening, speaking, reading, writing and develop vocabulary of the students.

- Prose includes essays of various topics, novels, composition, biographies, plays or dramas, summaries and short stories.

Objective of Teaching Prose

The main objectives of teaching prose are as follows :

- To develop the language ability of the students.
- Enabling the students to understand the passage and grasp its meaning.
- To emphasise on correct pronunciation, stress, intonation, pause and articulation of voice.
- Developing interest in reading, critical thinking the comprehension ability.
- To enable the students to get knowledge contained in the lesson.
- To develop imagination powers of the students.
- To prepare the students for world citizenship.

Procedure of Teaching Prose

Procedure of teaching prose lesson involves the following steps :

- (a) Preparation
- (b) Presentation
- (c) Recapitulation
- (d) Home Assignment

Preparation

- Proper preparation is required to motivate the students to learn English.
- The teacher makes the appropriate use of audio-visual aids to make the lesson interesting.
- **Previous knowledge :** Knowing how much knowledge students already possess regarding the lesson, teacher can give new knowledge by linking it to their previous knowledge.
- **Introduction :** The introduction is necessary to make the students ready to learn and start the lesson. It serves two purposes.
- **Statement of the Aim :** Teacher clearly explains the topic which he is going to teach and instructs the students to open their books at the appropriate page.

Presentation

Presentation is the main part of the lesson plan. It includes :

- Reading aloud by the Teacher
- Pronunciation Drill
- Reading aloud by the students/limitation reading.
- Exposition of new words/Phrases
- Silent Reading
- Comprehension Questions

Recapitulation or Application Test

The recapitulation is generally done with different types of questions. These questions are different from comprehension questions. *The questions can be as follows :*

- Fill in the blanks
- Match the column
- Complete the lines
- Choose the correct answer

Home Assignment

Assigning home work is the final stage of a lesson plan. Home assignment is the basis for retaining learning. *Following types of homework can be given :*

- Use the new words in sentences.
- Making a list of words related with a particular group or topic
- Remembering the spellings of new words.
- Writeing the answer of the given questions.
- Some project work may also be given.

■ Poetry

Introduction

- Poetry is based on the interplay of words and rhythm.
- Poetry is musical and metrical form of language.
- It is beauty of thought and beauty of emotions.
- It appeals to the emotion and has an aesthetic effect on human mind.
- Coleridge defined poetry as, "The best words in their best order."
- **Prof. S. Subrahmanyam** said, "Poetry leads on all round development of the whole personality of the pupils particularly the emotional, imaginative intellectual, aesthetic and intuitive sides."

Characteristics of Poetry

The characteristics of poetry are :

- The most vital element of sound in poetry is rhythm.
- Poetry is a thing of beauty of form, beauty of ideas thoughts and emotions.
- Poetry is form of composition for expressing feelings and emotions.
- It educates our feelings and emotions.
- Poetry is made out of life, belongs to life and exist for life.
- Poetry is source of enjoyment, encouragement aesthetic sense and pleasure.
- Poetry is the soul of English Literature.

Objectives of Teaching Poetry

The objectives of teaching English poetry are as follows :

At Primary Level

- Enabling the learners to recite the poem with proper rhythm and intonation.
- Developing the learners; power of imagination.
- Developing familiarization of sounds of words.

At Secondary / Higher Secondary Level

- Enabling students to understand the theme, message and purpose contained in the poem.
- To enable them to appreciate the poem.
- To train the emotions, feelings and imagination of the students.
- Developing student's aesthetic sense.

Procedure of Teaching Poetry

It involves the following steps :

- (a) Preparation
- (b) Presentation
- (c) Comprehension/Appreciation
- (d) Home Assignment

Preparation

- **Previous Knowledge :** The teacher should know the previous knowledge of the students related to the theme of the poem to be taught.
- **Introduction :** Introducing students about the poem and its poet to arouse the interest and create the appropriate environment for teaching the poem.
- **Statement of the objective :** The teacher should announce the aim of teaching the poem, to impart the moral of the story.

Presentation

Poetry should be taught in one unit. If the poem is too long, it must be divided in units in such a way, so that it may not lose its rhythm, music and emotional effect. It consist of the following stages :

- **1st Model Recitation/Reading by the teacher :** Recitation is the soul of poetry. Reading a poem with proper rhythm, stress and intonation is of great importance.
- This time book should be closed.
- **2nd Model Recitation/Reading by the Teacher :** The teacher recites the poem once again with proper rhyme and rhythm to produce great effect. This time the students are asked to open their books and follow in it.
- **Imitation Reading by the Learners :** The teacher asks two or three students one by one to recite the poem in the same manner, he has recited.
- **Meaning of Difficult Words :** Difficult words or phrases should be explained.

- **Silent Reading of the poem by the students :** The students may be asked to read the poem silently and grasp the theme of the poem. At the primary stage silent reading can be avoided.
- **Chorus Recitation :** At the primary stage, the students enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness.

■ Comprehension/Appreciation

The teacher puts some questions to test their comprehension of the theme of the poem. Questions should be simple and short. Appreciation questions are asked on the appreciation of beauty of language, thought, emotions and images of the poem. The students may be asked question such as :

- Pick out the rhyming words.
- To complete the lines.
- To explain the central idea of the poem.

■ Home Assignment

Home assignment in poetry teaching is very important. Children can be asked to memorize the poem or do some creative work or write the gist of the poem in their own words.

Structure of Poetry : Stanza

A stanza is a group of lines having a fixed length, meter, or rhyming scheme that form the basic materical unit in a poem.

Types of Stanzas

- Couplet : Stanza containing 2 lines.
- Tercet : Stanza containing 3 lines.
- Quatrain : Stanza containing 4 lines.
- Cinquain : Stanza containing 5 lines.
- Sestet / Sexain : Stanza containing 6 lines.
- Septet : Stanza containing 7 lines.
- Octave : Stanza containing 8 lines.

Form or Style of Poetry

The three most common types of poems according to form are :

- **Lyric poetry :** It is any poem with one speaker who expresses strong thoughts and feelings. Most poems, especially modern ones, are lyric poems.
- **Narrative Poem :** It is a poem that tells a story of an event.
- **Descriptive Poem :** It is a poem that describes the world that surrounds the speaker.

Other Styles of Poetry

- **Ode :** It is usually a lyric poem with a serious subject. Example : On solitude by Abraham Cowley, Hail, Bishop Valentine by John Donne

- **Elegy** : An elegy is a poem of mourning, often for a particular person.
Example : In Memoriam by Tennyson, Lycidas by Milton,
- **Sonnet** : It is a lyric poem of 14 lines. It is of two types :
 - **The Italian or Petrarchan sonnet** : It consists of an octave and sestet. It tends to divide the thought into two parts - argument and conclusion.
 - **The Shakespearean or Elizabethan or English sonnet** : It consists of three quatrains and a concluding couplet. It tends to divide the thoughts into four parts. The final couplet is the summary.

○○○

- Example : Diane by Henry Constable, Astrophel & Stella by Sir Philip Sydney
- **Ballad** : It is a narrative poem that has a musical rhythm and can be sung. It tells the tales of ordinary people. It can be dramatic, romantic or funny.
Example : Rime of the Ancient Mariner by Coleridge, Proud Maisie by Sir Walter Scott.
- **Epic** : It is a lengthy narrative poem in elevated style recounting the deeds of a legendary or historical hero.
Example :
Ramayana by Valmiki.
Iliad & Odyssey by Homer
Divine Comedy by Dante

सभी Subject व Exam से संबंधित PDF यहां से Download करें

[Nitin Gupta Notes PDF](#)

[MP GK PDF](#)

[Current Affairs PDF](#)

[Rajsthan GK PDF](#)

[CTET PDF](#)

[SSC PDF](#)

[RRB PDF](#)

[UP GK PDF](#)

[MPPSC PDF](#)

[Environment PDF](#)

[Polity PDF](#)

[History PDF](#)

[Geography PDF](#)

[Science PDF](#)

[Economy PDF](#)

[Maths PDF](#)

[Reasoning PDF](#)

[Child Development and Pedagogy PDF](#)

[Computer PDF](#)

[BIHAR GK PDF](#)

[General English PDF](#)

[General Hindi PDF](#)

[Join Our Telegram Chanel For Free Study PDF](#)

[For Best PDF, Search on Google - "Nitin Gupta PDF"](#)

हमारी बेबसाइट की सबसे ज्यादा पढी जाने वाली पोस्ट , जो आपकी तैयारी में सहायक होंगी ! -

- [All GK Tricks By Nitin Gupta](#)
- [All Curren Affairs PDF](#)
- [All GK Notes PDF By Nitin Gupta](#)
- [ALL Subject PDF](#)
- [Lucent - सामान्य ज्ञान के सभी बिषय के MP3 Audio](#)
- [Top Motivational Books in Hindi](#)
- [UPSC/IAS व अन्य State PSC की परीक्षाओं हेतु Toppers द्वारा सुझाई गई महत्वपूर्ण पुस्तकों की सूची](#)

Join For Free PDF and Study Material

- [Join Our Telegram Channel – Join Now](#) – Telegram Group , Join करने के लिये नीचे दी गई Picture पर Click करें !



ऐसी ही PDF के लिये Google पर Search करें – “Nitin Gupta PDF”
[For Best PDF, Search on Google - "Nitin Gupta PDF"](#)

प्रश्नावली

1. A teacher of class-V wishes to teach a complex language structure from the syllabus. She should (CTET 2019)

- (1) ask students to memorise the rules.
- (2) not teach the complex structure and avoid it.
- (3) focus on listening-speaking practice instead of teaching grammar.
- (4) use a grammar game with a focus on this complex structure.

Exp. (4) If a teacher of class-V wishes to teach a complex language structure from the syllabus, she should use a grammar game with a focus on this complex structure. Grammar games have the advantage of allowing the students to practice and internalize vocabulary, grammar and structures extensively.

2. As per Noam Chomsky's theory, the role of Language Acquisition Device (LAD) helps children to (CTET 2019)

- (1) learn second language easily.
- (2) communicate actively in second language.
- (3) generate grammar rules.
- (4) imitate the language spoken by adults.

Exp. (3) As per Noam Chomsky's theory, the role of Language Acquisition Device (LAD) helps children to generate grammar rules. Chomsky's view of the LAD is consistent with there being specific structures in the brain involved in language learning and language processing.

3. Which of the following statements is correct? (CTET 2019)

- (1) Children's first language is a hurdle in learning English.
- (2) It is difficult to teach English as they use their first language in every aspect and ignore English.
- (3) As a teacher you would like to give a list of English words on the very first day.
- (4) Children come to school with a treasure of experience and their mother tongue acts like a resource in learning English.

Exp. (4) The fourth statement is correct as it is quite obvious that children come to school with a treasure of experience and their mother tongue acts like a resource in learning English. Children can easily learn English which is a second language through their mother tongue as it helps them translate the sentence given in their native language to English.

4. The study of how words combine to form phrases, phrases combine to form clauses and clauses join to make sentence is known as (CTET 2019)

- (1) Semantics
- (2) Syntax
- (3) Collocation
- (4) Colloquial

Exp. (2) In linguistics, syntax is the set of rules, principles and processes that govern the structure of sentences (sentence structure) in a given language, usually including word order. It is basically the arrangement of words and phrases to create well-formed sentences in a language.

5. English language has consonant sounds. (CTET 2019)

- (1) 21
- (2) 22
- (3) 23
- (4) 24

Exp. (4) A consonant is a speech sound that's not a vowel. The sound of a consonant is produced by a partial or complete obstruction of the airstream by a constriction of the speech organs. There are 24 consonant sound in English language in which some are voiced (made by a vibration of the vocal cords) and some are voiceless (no vibration).

6. According to National Curriculum Framework, 2005, "English in India is in a multilingual country. (CTET 2019)

- (1) a first language
- (2) a foreign language
- (3) a global language
- (4) an associate language

Exp. (3) According to National Curriculum Framework, 2005, English in India is a global language in a multilingual country. More than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, there are English speakers in most countries around the world.

7. A teacher divides the class in small groups and asks them to discuss and present their views on "Save Environment". Students are free to plan and present their choice and creativity. The teacher is facilitating them as and when required. Which approach/method is followed in the class? (CTET 2019)

- (1) Constructivist approach
- (2) Structural approach
- (3) Natural approach
- (4) Deductive approach

Exp. (1) Constructivist theory approaches to learning assert children have their own way of thinking. Students should be treated as individuals and should have the opportunity to work with others and learn through observation, talking and group work. In the model, students have ideas and skills that have not fully emerged but have the potential to be developed, particularly through this type of interaction with others. The constructivist theory of education was developed by Lev Vygotsky, a psychologist and educator born in 1896.

8. A teacher of class-IV brought some interesting books and distributed them among the students. Then she said, "Today let's have fun and read these books for our pleasure". This reading is called. (CTET 2019)

- (1) Pre-reading (2) Post-reading
(3) Intensive-reading (4) Extensive-reading

Exp. (4) When a teacher allows students to read for fun and pleasure, it is called extensive reading. Extensive reading involves learners reading texts for enjoyment and to develop general reading skills. In this method, students are allowed to choose the books they read depending on their interests, and there is not always a follow-up discussion or work in class. In the way students are encouraged to read for pleasure and should become better readers.

9. A teacher of class-III finds that some students understand the concept more clearly when she explains them orally. Their learning style is (CTET 2019)

- (1) auditory (2) visual
(3) kinesthetic (4) aesthetic

Exp. (1) Auditory learning is one of the three learning styles established by the VAK model of learning in which a person learns through listening. An auditory learner depends on listening and speaking as a main way of learning. Auditory learners generally remember what their teacher says and readily participate in class. They are good listeners and often very social, which means they can sometimes get distracted from the lesson by everything else going on in the classroom.

10. A teacher asks the students to read the text for information and create their own interpretation beyond the literal level. Which sub-skill is she practising in the class? (CTET 2019)

- (1) Paraphrasing (2) Predicting
(3) Inferring (4) Summarising

Exp. (3) Inferring is the sub-skill which is supposed to be used in the task as mentioned in the questions. As a reading strategy, inferring requires readers to use prior knowledge and the information stated in a text to draw conclusions. Inferring is not only about reading expressions, tones, and body language, it is about "reading" text, often said as "reading between the lines" where the answer is not explicitly stated.

11. Before starting a new chapter on 'The Honest Woodcutter' the teacher started a discussion with the students on 'Honesty'. What is the teacher trying to achieve with this activity? (CTET 2019)

- (1) Activate student's attention.
(2) Activate student's skill.
(3) Activate student's previous knowledge.
(4) Assess students level of language and its usage.

Exp. (3) When a teacher starts a discussion with the students on a previously known topic before starting a new chapter, he actually tries to activate student's previous knowledge. Such discussion helps students to learn the chapter in an easy manner.

12. A child got admission to a new school. The teacher was surprised to see that she would speak four language fluently but could not speak in English. She is a (CTET 2019)

- (1) monolingual (2) bilingual
(3) multilingual (4) linguist

Exp. (3) Such a child is considered multilingual because a multilingual person is able to use more than two languages for communication, or (of a thing) written or spoken in more than two different languages.

13. A student of class-V while reading a chapter finds some difficult and unfamiliar words and is not able to get the meaning of those words he should (CTET 2019)

- (1) ask the teacher.
(2) ignore or skip the word and keep reading.
(3) guess the meaning in content.
(4) ask his classmate every time to help.

Exp. (3) Students often come across difficult words in texts they are exposed to. Inferring and guessing meanings of unfamiliar words is a strategy which is worth developing. They can use the relation between different items within a text to get the meaning.

14. The study of meaning in a language is known as (CTET 2018)

- (1) morphology (2) linguistics
(3) syntax (4) semantics

Exp. (4) Semantics

Linguistics : The scientific study of language and its structure, including the study of grammar, syntax and phonetics.

Morphology : The study of the internal structure of words.

Syntax : The arrangement of words and phrases to create well-formed sentence in a language.

15. The teacher tells a story about animals. Children make animal noises every time they hear the name of the animals. It is (CTET 2018)

- (1) grammar translation
(2) reading approach
(3) total physical response
(4) communicative language teaching

Exp. (3) Total physical response is a method of teaching language or vocabulary concepts by using physical movement to react to verbal input. So, this approach helps the children make animal noises every time they hear the name of the animals.

16. Any of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives is known as

- (1) syllabus (2) approach (CTET 2018)
(3) method (4) technique

Exp. (4) Such variety of exercises, activities or devices that is used in a language classroom for realizing lesson objectives is known as 'technique'. It refers to the actual implementation in the classroom as a particular trick, stratagem or contrivance used to accomplish an immediate objective.

17. A test which is administered at the end of a language course for remedial teaching is (CTET 2018)

- (1) achievement test (2) memory test
(3) diagnostic test (4) placement test

Exp. (1) An achievement test, referred to as attainment or summative test, is devised to measure how much of a language someone has learned with reference to a particular course of study or programme of instruction.

18. The practice of grammatical structures in a controlled manner can be done by (CTET 2018)

- (1) writing paragraphs and essays
(2) explaining the use of particular structures
(3) correcting wrong sentences produced by learners
(4) gap-filling grammar exercises

Exp. (4) The practice of grammatical structures in a controlled manner can be done by gap-filling grammar exercises because at this stage it is quite important that the activity is controlled so that the focus is almost entirely on the grammar structure.

19. "In the backyard, the dog barked and howled at the cat" is an example of (CTET 2018)

- (1) complex sentence
(2) complex compound sentence
(3) simple sentence
(4) sentence fragment

Exp. (3) Simple sentence is a sentence consisting of only one independent clause, with a single subject and predicate. Hence, the above given sentence is a simple sentence. Here, 'dog barked and howled' is an independent clause.

20. Which one of the following methods of teaching cannot be used interchangeably with each other? (CTET 2018)

- (1) Direct method (2) Correlative method
(3) Reference method (4) Incidental method

Exp. (1) Direct method of teaching English cannot be used interchangeably with each other because it is often used in teaching foreign languages, refrains from using the learner's native language. It basically uses the target language.

21. Which one of the following statements is true? (CTET 2018)

- (1) Formative assessment, to be effective, must be conducted only after teaching a lesson.
(2) While all formative tasks are meant for improving teaching learning, some are used for assessment too.
(3) All formative tasks are meant for assessment.
(4) Assignments need to be given as class work followed by homework everyday to provide variety and practice.

Exp. (2) Formative assessment, to be effective, is conducted by teachers during the delivery a lesson because this method is used to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson or course. So, they can modify teaching and learning activities.

22. Mother tongue influence can be effectively minimized in the classroom by (CTET 2018)

- (1) giving a lot of exposure in the target language
(2) giving inputs from the target language in a simple, graded manner
(3) using the mother tongue more often
(4) giving examples from the mother tongue

Exp. (2) Mother-tongue influence means the effect of the learner's native language on second foreign language learning. Hence, mother-tongue influence can be effectively minimized in the classroom by giving inputs from the target language in a simple, graded manner.

23. Which one of the following sentences is a result of error arising out of translation from our language to another? (CTET 2018)

- (1) My joy knew no bounds.
(2) Are you going by the train?
(3) The teacher is giving examination.
(4) The students are giving their examination.

Exp. (4) 'The students are giving their examination' is an incorrect sentence. The correct sentence is 'The students are taking their examination'. Hence, the sentence option (4) is error arising sentence when it is translated from our language to another.

24. Reading skill can be developed best by

- (1) doing vocabulary exercises (CTET 2018)
(2) doing quizzes and playing word games
(3) writing answers to questions on text
(4) focusing on the use of words from context in the text

Exp. (4) Reading skill can be developed best by focusing on the use of words from context in the text.

- Reading skill refers to ability to understand written text. It is advisable to develop this skill at early age of schooling.
- The development of reading skills is vital to children's development, and a link between competence in reading and overall attainment in school.

25. Who would be the implementer of education? (CTET 2018)

- (1) Student
- (2) Curriculum
- (3) Teacher
- (4) Education Department

Exp. (3) The definition of implementer is the person who implements something or who puts it into practice. Hence, the implementer of education would be a teacher.

26. A listening stimulus (CTET 2018)

- (1) enables students to discuss a set of criteria that they prioritize to complete and present a task
- (2) presents an information gap activity such as giving directions
- (3) presents input to separate groups of students who gather again to share it
- (4) is listening to a good commentary to review it

Exp. (2) A listening stimulus is a method which presents an information gap activity such as giving directions.

27. If a language teacher has taught a topic in the class and no student asks questions in her class, then may be (CTET 2018)

- (1) whatever was taught was beyond the comprehension of the students
- (2) all the students are at a higher level of learning
- (3) students are not paying attention
- (4) she had been an excellent teacher

Exp. (1) If a language teacher has taught a topic in the class and no student asks questions in her class, it can be assumed that whatever was taught was beyond the ability to understand of the students.

28. The founder of Structural Grammar was (CTET 2018)

- (1) Chomsky
- (2) Fries
- (3) Newfield
- (4) Chapman

Exp. (1) The founder of structural grammar was Noam Chomsky.

29. When language development is a deliberate and conscious effort, language is (CTET 2016)

- (1) honed
- (2) brushed up
- (3) learned
- (4) acquired

Exp. (3) Learning is mostly a deliberate and conscious effort. So, when language development is a deliberate and conscious effort, language is learned.

30. What is a 'task' in task-based language learning? (CTET 2016)

- (1) A piece of work which enables learners to do an activity
- (2) A piece of work for the parents to do their children's homework
- (3) A piece of activity for teachers to do in the classroom
- (4) A piece of work which exposes learners to language

Exp. (1) Task-based language learning focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can be activities. Such as visiting a doctor, conducting an interview or calling customer service for help.

31. Travelogue is a genre of (CTET 2016)

- (1) criticism
- (2) bibliography
- (3) literature
- (4) poetry

Exp. (3) A travelogue is a book written up from a travel diary, or illustrated talk describing the experiences of and places visited by a traveller. This is a genre of literature.

32. The most important aspect of an effective language classroom is to provide learners with an opportunity to (CTET 2016)

- (1) interact
- (2) interfere
- (3) assess
- (4) imitate

Exp. (1) In a language class-room, a teacher must allow interaction between students. By doing this, he allows the students to transfer and receive their knowledge.

33. A teacher of Class V is practising 'interactive listening' in the class. She should focus on (CTET 2016)

- (1) listening and observing speaker's attitude
- (2) listening to word stress and intonation
- (3) listening to the pronunciation
- (4) listening and responding

Exp. (4) If a teacher of Class V is practising interactive listening in the class, she should focus on listening and responding.

34. A word with same spelling and same pronunciation as another, but with a different meaning is a/an (CTET 2016)

- (1) homonym
- (2) homophone
- (3) antonym
- (4) synonym

Exp. (1) Homonym

Homophone : a word that is pronounced the same as another word but has a different meaning or spelling, or both.

Antonym : a word opposite in meaning to another.

Synonym : a word that has the same or nearly the same meaning as another.

35. A shorter form of a group of words, which usually occurs in an auxiliary verb, is (CTET 2016)

- (1) connotation
- (2) connector
- (3) contraction
- (4) conjunction

Exp. (3) Contraction

Connotation : an idea or feeling which a word invokes for a person in addition to its literal or primary meaning

Connector : a word which links two or more words together.

Conjunction : a word used to connect clauses or sentences.

36. Poetry teaching is generally meant for

- (1) learning grammar (CTET 2016)
- (2) learning punctuation
- (3) enjoyment and appreciation
- (4) language learning

Exp. (3) Poetry teaching has an important place in our curriculum. While listening or reciting a poetry children enjoy it and feel appreciated.

37. Reading English as a second language means

- (1) reading aloud (CTET 2016)
- (2) reading for grammar
- (3) meaning making
- (4) decoding of letters and words

Exp. (4) Reading English as a second language means decoding of letters and words.

38. When learners give feedback on each other's language, work learning strategies, performance etc., it is called (CTET 2016)

- (1) formal assessment
- (2) group assessment
- (3) self-assessment
- (4) peer assessment

Exp. (4) Peer assessment is an educational activity in which students judge the performance of their fellow students. During this assessment they check one another's learning strategies and performance.

39. A good teaching-learning material (TLM) can best (CTET 2016)

- (1) be a source of entertainment
- (2) help the teacher to transact material without any modification
- (3) help the learners acquire a language
- (4) facilitate the teaching-learning process

Exp. (4) A good teaching-learning material (TLM) is used by the bona fide teachers in the classroom to support specific learning objectives as well as general learning objectives.

40. Raja Ram Mohan Roy is known for his (CTET 2016)

- (1) economic reforms
- (2) literary reforms
- (3) political reforms
- (4) social reforms

Exp. (4) Raja Ram Mohan Roy is known for his social reforms because, he was against traditional Hindu practices and echoed always against Sati system, polygamy caste rigidity and child marriage as well purdah system.

41. When he was a teenager, Raja Ram Mohan Roy expressed his desire to become a (CTET 2016)

- (1) journalist
- (2) monk
- (3) teacher
- (4) businessman

Exp. (2) As it is clear in the given passage that Raja Ram Mohan himself was also devoted to Lord Vishnu and in his 14th year, he wanted to become a monk but his mother, Tarini Devi objected to his desire.

42. Raja Ram Mohan Roy believed that Indians would lag behind, if they (CTET 2016)

- (1) forgot their cultural roots
- (2) did not learn traditional skills
- (3) gave up study of Sanskrit
- (4) did not study modern subjects

Exp. (4) According to Ram Mohan Roy Indians would lag behind, if they do not get to study modern subjects like Mathematics, Geography and Latin.

43. Raja Ram Mohan Roy strongly supported (CTET 2016)

- (1) rituals and observances
- (2) physical education
- (3) freedom of speech and expression
- (4) moral education

Exp. (3) In order to get freedom of speech and expression, he protested against seeking governments approval of an article before publishing.

44. The word 'eliminating' most nearly means

- (1) banishing
- (2) eradicating (CTET 2016)
- (3) banning
- (4) dismissing

Exp. (2) The word eliminating means leading to exclusion from consideration or further participation and the word eradicating means destroy completely, put an end to which is most nearly as the word eliminating.

45. The word which is opposite in meaning to 'encouraged' is (CTET 2016)

- (1) crushed
- (2) misled
- (3) disheartened
- (4) suppressed

Exp. (3) The word encouraged means give support, confidence or hope to (someone), while the word 'disheartened' means having lost determination or confidence, dispirited which is just opposite of the word 'encouraged'.

46. Which part of speech is the underlined word in the sentence given below?

"He was a staunch supporter of free speech and expression." (CTET 2016)

- (1) Adjective
- (2) Conjunction
- (3) Noun
- (4) Adverb

Exp. (1) Here, 'free' is used as an adjective which means not under the control or in the power of somebody else, able to do what you want. It modifies the noun speech and expression.

47. 'Raja Ram Mohan Roy viewed education...

The 'voice' in the above sentence had been correctly changed in (CTET 2016)

- (1) education was viewed
- (2) education is viewed
- (3) education has been viewed
- (4) education had been viewed

Exp. (1) The 'voice' in the above sentence has been correctly changed in "Education was viewed by Raja Ram Mohan Roy."

48. Which of the following is the highest level of cognitive ability? (CTET 2015)

- (1) Knowing (2) Understanding
(3) Evaluating (4) Analyzing

Exp. (3) There are six levels within the cognitive domain where evaluation represents the highest level and knowledge represents the lowest level.

49. Why is story telling most important in an English language class at primary level? (CTET 2015)

- (1) It is useful for developing integrated language skills
(2) It develops moral values among the students
(3) It improves students vocabulary
(4) It creates fun in the class

Exp. (1) Listening to a story allows a child to use his or her imagination more fully. This creativity process encourages free thinking and formation of innovative ideas. The flow of a story as the plot unfolds and the characters are developed also introduces children to new words and solidifies their pronunciation.

50. A good teacher is one who (CTET 2015)

- (1) gives them ample opportunities to learn
(2) gives them useful information
(3) explains concepts and principle
(4) gives printed notes to students

Exp. (1) A good teacher is one who gives his students ample opportunities to learn. Students need multiple opportunities for learning.

51. Which of the following helps in learning the second language without using the printed text? (CTET 2015)

- (1) Situations approach
(2) Natural approach
(3) Language immersion
(4) Grammar-translation method

Exp. (2) The natural approach to language is designed to develop basic communication skills and not to make students expert in grammar. A teacher corrects the error by incorporating the correct phrasing in the reply to the students. Teachers focus just in oral skills but not in writing or reading skills.

52. A person, who is fluent speaker, is likely to possess (CTET 2015)

- (1) Logico-mathematical ability
(2) Bodily-kinesthetic ability
(3) Musical ability
(4) Verbal-linguistic ability

Exp. (4) A person who is a fluent speaker is likely to possess verbal-linguistic ability that is an ability to use words effectively both in writing and speaking.

53. Which approach emphasizes interaction as the means and the goal of learning a language? (CTET 2015)

- (1) Communicative (2) Oral-aural
(3) Immersion (4) Silent way

Exp. (1) Communicative approach is an approach to language teaching that emphasizes interaction as the means and the ultimate goal of study.

54. Maximum participation of students during teaching in a language classroom is possible through (CTET 2015)

- (1) lecture method
(2) translation method
(3) inductive method
(4) discussion and demonstration methods

Exp. (4) Discussion and demonstration methods of teaching science encourage maximum number of participation among students than other methods because it is the only method in which the interest and zeal of students are maintained.

55. Dyslexia is an intellectual disability that negatively affects the understanding abilities in terms of (CTET 2015)

- (1) oral language (2) sign language
(3) dialect (4) reading

Exp. (4) Dyslexia is a language based learning disability that is neurological in origin. Students with dyslexia usually experience difficulties with reading.

56. The Linguist, Noam Chomsky, maintains that every child has an innate Language Acquisition Device (LAD) that he/she uses for (CTET 2015)

- (1) Phonemes (2) Universal Grammar
(3) Complex words (4) Semantics

Exp. (2) The language acquisition device is a hypothetical module which was proposed by Noam Chomsky. Later he added the idea that the LAD is used by children to learn universal grammar.

57. The structural approach advocates (CTET 2015)

- (1) resorting to fluency
(2) selection and gradation of material
(3) assessing learners' performance using mother tongue
(4) using mother tongue

Exp. (2) The structural approach advocates that language can be best learnt through a scientific selection and gradation of structures or patterns of sentences and vocabulary.

58. According to socio-cultural theory of Vygotsky (CTET 2015)

- (1) self-directed speech is the lowest stage of the scaffolding
- (2) children can think in abstract terms if abstract material is provided at a lower age
- (3) children think in different domain and then do they take a complete perspective
- (4) culture helps in language development

Exp. (4) The main assertion of Vygotsky's socio-cultural theory was that children are entrenched in different socio-cultural contexts and their cognitive development is advanced through social interaction with more skilled individuals.

59. What is the main purpose of poetry recitation in a language classroom? (CTET 2015)

- (1) To appreciate and enjoy the poem
- (2) To give their opinions about the poem
- (3) To become aware of the poet and her work
- (4) To know the historical background of the poem

Exp. (1) Poetry is taught for sheer pleasure and enjoyment. It lays the foundation for the appreciation of the beauty of language.

60. Children's oral language development forms an important foundation for learning literacy. Which of the following classroom practices enables oral language development? (CTET 2015)

- (1) Memorising and reciting poems individually or in a chorus
- (2) Chorus reading of a story in the textbook along with the teacher
- (3) Practising the correct pronunciation of words in a chorus
- (4) Participating in role-plays on favourite stories

Exp. (4) Active participation in literacy experiences enhances the development of comprehension and oral language. Active involvement in role plays enables oral language development by stimulating spontaneous interaction among learners.

61. A teacher of class III realises that vocabulary development is an important factor in enabling students to become better readers. Of the following, which might be a good strategy for vocabulary development? (CTET 2015)

- (1) Students underline difficult words from a text and make sentence with them
- (2) Students learn to use the context to guess the meaning of new words
- (3) Students memorise extensive word-lists of synonyms and antonyms
- (4) Students consult a dictionary whenever they come across a new word

Exp. (1) Vocabulary learning has always been a notebook and pen type exercise. The physical motion of writing something down a good strategy to learn vocabulary. Making sentences enable the students to understand the different usage of the words.

62. Which one of the following would be the best evidence to demonstrate to parents and administrators what students can do with language? (CTET 2015)

- (1) National curriculum and syllabi
- (2) Lists of course goals and objectives
- (3) Marks in a test
- (4) Poems or paragraphs written by students

Exp. (4) The poems or the paragraphs, written by the students would be the best evidence to demonstrate to parents and administrators, because it demonstrates their ability to express themselves in the language.

63. Scribbling is a stage of (CTET 2015)

- (1) speaking
- (2) listening
- (3) writing
- (4) reading

Exp. (3) Scribbling means to write something quickly and carelessly. It is an important step in child development. Scribbling is a foundation of artistic development and helps in language acquisition.

64. The teacher's role is shifting from "sage on the stage" to "guide on the side." Technology integration helps this process when (CTET 2014)

- (1) systems store more data and minister tests individually to students
- (2) students actively search for and explore answers instead of receiving standard inputs
- (3) easy retrieval of large quantities of stored data is used to facilitate preparation of notes
- (4) assessment of student's online inputs is done quickly without supervision, at any time

Exp. (2) 'Sage on the Stage' expresses the idea of an educator who imparts knowledge by lecturing to an audience.

'Guide on the side' expresses the idea of an educator whose method is to provide students with occasional advice, assistance, and correction while allowing them to explore a subject independently or by interacting among themselves.

65. Slow learners fail to grasp effectively and mix up words and structures easily.

Teachers can remediate by beginning with (CTET 2014)

- (1) setting drills for practice
- (2) pairing them with 'clever' students
- (3) identifying the areas of difficulty
- (4) preparing a summary of the content

Exp. (3) To remediate a slow learner, a teacher must identify area of difficulty at the beginning.

66. According to language acquisition theory, when there is a lack of sufficient information in the language input, there is a universal grammar that applies to all (CTET 2014)

- (1) colloquial languages
- (2) modern languages
- (3) classical languages
- (4) human languages

Exp. (4) The basic postulate of universal grammar is that a certain set of structural rules are innate to humans to adopt any language. It applies to all human languages.

67. In Class II, sharing stories, familiar experiences, and interests, employing gestures where appropriate, is a sub-skill of function. (CTET 2014)

- (1) reading
- (2) listening
- (3) speaking
- (4) writing

Exp. (3) The activities which are mentioned in the question, are sub- skills of speaking function.

68. "Some research has shown that developing students native language skills leads to higher scores academically over the long term in English."

A bilingual class would be characterized by (CTET 2014)

- (1) the use of students native language in the second language class
- (2) revision work one in the native language
- (3) more guided translation activities, individual/collaborative
- (4) the re-formulation of concepts, structure use in the native language

Exp. (4) A bilingual class would be characterized by the re-formulation of concepts, structure use in the native language.

69. Motivation is an important factor in language learning. For example, in Class VI, may be done. (CTET 2014)

- (1) memorization and use of necessary vocabulary
- (2) systematics analysis and use of structures
- (3) use of visual devices and game-like exercises
- (4) use of the mother tongue as the 'medium'

Exp. (3) A child can be motivated through play. Use of visual devices and game-like exercises can motivate a class VI student in language learning.

70. Second language acquisition is more effective when it (CTET 2014)

- (1) is used as the basis of discussing grammatical concepts
- (2) involves periodic revision work by the teacher and students
- (3) involves mostly self-study by students, using certain guidelines
- (4) is practised to situation familiar to students

Exp. (4) In second language acquisition, providing more listening and speaking opportunities can be more effective. These opportunities must be given in familiar situations.

71. Students of Class IV can recognize flawed usage of sentence construction when the teacher (CTET 2014)

- (1) tells them something is wrong
- (2) given alternatives as possible corrections
- (3) lets them find the corrections
- (4) focuses on certain surface errors

Exp. (2) If a student is given alternatives as possible corrections, students of class IV can recognize errors is sentence construction.

72. The teacher and student/s discuss a topic and the former starts the conversation by asking a question then the student/s respond by giving examples and explanations. The speaking assessment here is to grade how well students (CTET 2014)

- (1) speak fluently and creatively
- (2) process information and respond appropriately
- (3) express themselves
- (4) respond in an appropriate tone and express themselves fluently and accurately

Exp. (2) By this way, how the students process, receive information and respond appropriately is the desired speaking assessment.

73. While 'evaluating students' responses for a reading comprehension, marks may be deducted for errors. (CTET 2014)

- (1) grammatical
- (2) syntactical
- (3) content
- (4) spelling

Exp. (3) Reading comprehension is the ability to process text, understand its meaning and to integrate with what the student already knows. A teacher evaluates his/her students ability of drawing inferences from a passage about its contents and the main thought of the passage. Hence, 'content errors' may cause of their mark deduction.

74. A text that requires students to scan in order to understand and analyse the writer's message and purpose could be (CTET 2014)

- (1) an encyclopedic extract
- (2) a newspaper headline

- (3) a set of instructions to assemble a device
- (4) a poem

Exp. (4) A poem means a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm and imagery. It helps the reader to understand the message and purpose of the writer with ease.

75. While drafting a notice, students may be instructed to use—language. (CTET 2014)

- (1) direct
- (2) intrigue
- (3) descriptive
- (4) elaborate

Exp. (1) Direct language is a written or spoken language that communicates meaning as clearly, concisely and candidly as possible.

76. For evaluating a poster designed as a part of a competition, which of the following criteria would be the most appropriate for the judges? (CTET 2014)

- (1) Relevant content, style and word limit
- (2) Use of quotations, style and visual appeal
- (3) Creativity, relevant content and visual appeal
- (4) Creativity, fonts and visual appeal

Exp. (3) According to the judges creativity, relevant content and visual appeal are the most appropriate criteria for evaluating a poster designed as a part of a competition.

78. In order to drive home the point that listening skills matter, students should be (CTET 2014)

- (1) exposed to popular English films and reviewing them
- (2) taken to the language lab once a week for practice and feedback
- (3) allowed to listen to CD's of poetry read aloud by well-known voice-artists
- (4) reminded that listening skill practices relate to real life

Exp. (4) Listening skills do have an impact in real life because they allow people to understand what someone is talking about. Effective communication is all about understanding what is being said, not just who says it.

79. Learning a new language after puberty leads to of a foreign language. (CTET 2014)

- (1) difficulty in acquisition
- (2) normal acquisition
- (3) greater mastery
- (4) loss of mastery

Exp. (1) Learning a new language after puberty leads to difficulty in acquisition of a foreign language because from birth through puberty, children learn language rapidly and efficiently due to their natural brain plasticity and cognitive flexibility.

80. Providing learning support to pupils who lag far behind their counterparts in school performance includes (CTET 2014)

- (1) giving more activities for language practice
- (2) providing extra notes and coaching
- (3) allowing them to complete assignments without time limits
- (4) initially adapting school curriculum and teaching strategies

Exp. (4) The pupils who lag far behind their counterparts in the school should first adapt school curriculum and teaching strategies, so that they can understand things easily.

81. A 'listening stimulus' (CTET 2013)

- (1) enables students to discuss a set of criteria which they prioritise to complete and present a task
- (2) presents input to separate groups of students who gather again to share what they listened
- (3) presents an information gap activity such as giving directions
- (4) is listening to a good commentary to review it

Exp. (3) A 'listening stimulus' enables the students to present an information gap activity such as giving directions.

82. The 'interactional routine' during speaking assessment includes a (CTET 2013)

- (1) comparing two or more objects/places/events for the assessor
- (2) negotiating meanings, taking turns and allowing other to take turns
- (3) describing one's school or its environs informally
- (4) 'telephone' conversation with another

Exp. (2) The interactional routine during speaking assessment includes a negotiating meaning, taking turns and allowing others to take turns. Turn-taking involves providing opportunities for another person to take turn in speaking and recognising when another speaker is seeking to take a turn.

83. Retrieval skills in writing are (CTET 2013)

- (1) organising information while reading/listening
- (2) note making and note taking
- (3) diagramming and summarising
- (4) abilities to do extensive reference work

Exp. (3) Retrieve means to recover or bring back. Retrieval skills in writing are diagramming and summarising. The main aim of summarising is to reduce or condense a text to its most important ideas. Diagramming involves putting a passage from a source into your own words. Summarising and diagramming demonstrate one's understanding of the subject matter of the text.

84. 'Awareness raising' grammar games encourage students to (CTET 2013)

- (1) use learnt structures to communicate with one another about a given theme
- (2) think consciously about the structures they have learnt
- (3) collaborate in completing a given activity
- (4) engage and feel about human relationship while the teacher controls the structures

Exp. (2) 'Awareness raising' grammar games encourage students to think consciously about the structures they have learnt. Awareness-raising grammar games aim to make learners more aware of language and improve their understanding.

85. Language acquisition (CTET 2013)

- (1) is a technique intended to stimulate the environment in which children learn their native language
- (2) is the memorisation and use of necessary vocabulary
- (3) involves a systematic approach to the analysis and comprehension of grammar as well as to the memorisation of vocabulary
- (4) refers to the process of learning a native or a second language because of the innate capacity of the human brain

Exp. (4) There are two types of language acquisition— first language acquisition (FLA) and second language acquisition (SLA). FLA is a universal process regardless of home language. SLA assumes knowledge in a first language and encompasses the process and individual goes through as he or she learns the elements of a new language.

86. Noam Chomsky's reference to 'deep structures' means a (CTET 2013)

- (1) universal grammar underlying all language and corresponding to an innate capacity of the human brain
- (2) hidden set of grammatical rule learnt through intensive study
- (3) transformational grammar that has in turn to increased interest in comparative linguistics
- (4) a trend that English is the most common auxiliary language in the world

Exp. (1) Noam Chomsky believes that a deep level prior to culture or language, babies have prior knowledge of the universal structure of language. He identified a basic grammatical structure 'deep structure' that is the deep innate and universal principles of grammar upon which all language depend, despite the vast surface differences between languages.

87. The 'bottom up model' of curriculum is one where (CTET 2013)

- (1) a need-based distance education with indirect influence on students
- (2) learning is based on a set of software to make curriculum more learner friendly
- (3) the curriculum allows freedom for student mobility with increased choice of curricular activity and encourages learning by doing
- (4) the learning process is geared towards career orientation

Exp. (3) A bottom-up teaching begins with component parts of a subject and gradually builds up to the whole. Bottom up processing is stimulus driven processing. It is based on the needs of the students, class participation direct interaction and field trips encourage students to learn by doing.

88. The Humanistic Approach is specifically tuned to the (CTET 2013)

- (1) process where sequence is taught alongwith how to present the related contents
- (2) mastery of academic disciplines with all their characteristics features
- (3) application of learnt structure, content, concepts, and principals to new situations
- (4) processes that enable students to discover structures for themselves

Exp. (4) The humanistic approach is the approach to develop ability of students that enables them to discover structures for themselves. Human's approach evokes human consciousness of learners to actively participate in the teaching learning process.

89. A 'special needs language classroom' ideally (CTET 2013)

- (1) has extra teachers to the help regular teachers
- (2) exclusively furnished
- (3) located separately
- (4) integrates all types of learners

Exp. (4) A 'special needs language classroom' is for students who have challenges or disabilities that can interfere with their learning. The special needs language classroom are structured to intergrate normal children alongwith the children with special needs to enhance language learning.

90. One of the challenges of 'Behaviour Management' in a senior class is (CTET 2013)

- (1) teachers' lack of self confidence
- (2) students' readiness to use the smart board
- (3) student's lack of self study skills
- (4) teachers' preference to conduct group rather than individual work

Exp. (1) A confidant teacher has a positive impact on his/her students. Self confidence is the utmost requirement for a teacher to handle the class successfully. Lack of self confidence in a teacher leads to the mismanagement of the class.

91. According to NCF 2005, learning of English aims (CTET 2012)

- (1) to enable knowledge acquisition through literacy and its development into an instrument of abstract thought
- (2) to subsume the languages that a child acquires naturally from her/his home and societal environment
- (3) to introduce standard sign language in English for children with language related impairments
- (4) to provide adequate facilities at the state level for instruction in English at the primary stage of education

Exp. (1) According to NCF 2005, learning of English aims to make students fluent in English and encourage students to use it to think and express themselves clearly.

92. 'While listening' means a stage (CTET 2012)

- (1) when students are listening for pleasure
- (2) when students are listening to a recording of a natural conversation
- (3) where the students attempt a listening task
- (4) when a listening activity is introduced

Exp. (4) While listening or while reading is a stage or group of stages frequently found in lessons that aim at helping students develop receptive skill, such as listening or reading.

93. Criteria of assessment is/are (CTET 2012)

- (1) guidelines with marking scheme
- (2) question-wise distribution of marks
- (3) general impression of a student's ability
- (4) scoring key

Exp. (3) Criteria of assessment is general impression by which we can check the ability or analyse a student. e.g- Impact, Accuracy, Creativity etc.

94. In the word 'scarce', the phonetic transcription for 'a' is (CTET 2012)

- (1) /e/ (2) /ed/ (3) /ie/ (4) /ae/

Exp. (1) Phonetic transcription also known as phonetic script or phonetic notation is the visual representation of speech sounds (or phones). The phonetic transcription for 'a' in 'scarce' is /e/.

95. Notes can be made using a flowchart or a web diagram. The study skill involved is (CTET 2012)

- (1) storing (2) summarising
- (3) retrieving (4) gathering

Exp. (2) The summarisation process can be delivered by graphical or visual tools or by text analysis and condensation software application. Hence, summarising is the correct answer.

96. The students make mistakes while playing a grammar game. The teacher should (CTET 2012)

- (1) call aside the erring student and offer some guidance
- (2) call aside the student incharge in the group and instruct him/her to guide the student
- (3) quietly note down the mistakes and hold a remedial class for the 'erring' students
- (4) quietly note down the mistakes and discuss them with the class after the activity

Exp. (4) When the students make mistakes in playing a grammar game, the teacher should discuss the mistakes with the students after class which will help students in understanding grammar concepts better and prevent future mistakes.

98. Learners are familiar with the concept 'cyberspace' due to the their cognitive overload. Therefore, learners (CTET 2012)

- (1) may end up studying more meaningful topics in class
- (2) may explore their own interests according to their own experience, background and perspective while spending considerable time navigating for content
- (3) usually omit studying prescribed but important topics
- (4) may be exposed to a sequential and cohesive expository presentation

Exp. (3) Due to the cognitive overload students do selective study focusing on most important topics while leaving out the not so important ones.

99. The main responsibility of a language teacher as a facilitator is (CTET 2012)

- (1) to create a number of opportunities for the learners to use the language meaningfully
- (2) to provide a lot of information and make the learners listen to it
- (3) to strictly control the class and cover the syllabus in quick time
- (4) to read the lessons aloud and provide explanation for each line

Exp. (1) A language teacher, as a facilitator does not operate under the traditional concept of teaching. He guides and assists student in learning by creating conducive environment. So, he always tries to create opportunities for them to use the language meaningfully.

100. Which of the following will help learners take greater responsibility for their own learning? (CTET 2012)

- (1) Supervised reading sessions
- (2) Controlled writing tasks
- (3) Peer Assessment
- (4) Summative Assessment

Exp. (3) Peer assessment describes a range of activities in which students evaluate and provide feedback in the work of their peers and take responsibility for their own learning.

101. The main purpose of assessment is (CTET 2012)

- (1) to measure achievement of learners
- (2) to give practice in writing
- (3) to improve the teaching learning process
- (4) to decide pass and fail

Exp. (1) The primary purpose of assessment is to improve students learning and measure achievement of learners.

102. When young learners are taught to improve their spelling and punctuation, they will (CTET 2012)

- (1) enhance their fluency
- (2) nurture their creativity
- (3) sharpen their listening skills
- (4) improve their accuracy

Exp. (4) When young learners are taught to improve their spelling and punctuation, they will definitely improve their accuracy in writing skills.

103. Instead of asking questions and getting answers from her learners, a teacher gives some short texts and asks her learners to frame questions. Her primary objectives is to (CTET 2012)

- (1) take their help during examinations
- (2) make the learners realise the difficulties faced by teachers in preparing questions papers
- (3) enhance the learners analytical and critical thinking
- (4) train the learners as good questions paper setters

Exp. (3) If a learner is asked to frame questions by a teacher, A teacher's primary objective is to enhance the learners analytical and critical thinking.

104. Reading between the lines as a sub-skill of reading mainly involves (CTET 2012)

- (1) understanding the stated facts
- (2) giving sufficient space between lines
- (3) inferring the unstated using the contextual and verbal clues
- (4) identifying the grammatical item

Exp. (3) Reading between the lines is interpreting the hidden meaning of something. This skill involves understanding something which is not clearly stated or talked about.

105. Substitution table drill helps teachers in (CTET 2012)

- (1) developing free writing skills
- (2) improving the fluency of learners
- (3) evaluating the listening skills
- (4) giving controlled language practice

Exp. (4) A substitution table drill is a classroom technique used to practice new language in controlled manner, It involves the teacher first modelling a word or a sentence and the learners repeating it.

106. Language skills are best learnt (CTET 2012)

- (1) only through written tests and assignments
- (2) if they are taught in an integrated manner
- (3) with the help of challenging and mechanical language drills
- (4) when they are introduced in isolation, one skill at a time

Exp. (2) The integrative approach is the best way to learn language skills because it gives a true language environment by reading, writing, speaking and listening altogether.

107. Correct speech habits can be developed most effectively through (CTET 2012)

- (1) pronunciation practice
- (2) vocabulary practice
- (3) quizzes
- (4) dictations

Exp. (1) Pronunciation practice can develop correct speech habit by improving your articulation leads to better comprehension for the speaker and the listener.

108. After a story-telling session, the learners are asked to change the ending of the story. This will help the learners. (CTET 2012)

- (1) understand grammar better
- (2) develop library reference skills
- (3) evaluate the teacher's originality
- (4) become imaginative and creative

Exp. (4) When learners rethink and change the ending of the story. This will help the learners to become imaginative and creative.

109. Under Constructivist Approach to language learning, learners are encouraged to (CTET 2012)

- (1) discover the rules of grammar from examples
- (2) avoid errors completely
- (3) practise language drills mechanically
- (4) Learn the grammar rules by rote

Exp. (1) Constructivist approach to learning is based on the belief that learning occurs as learners are actively involved in a process of knowledge construction. In this approach, learners are encouraged to discover the rules of grammar from examples.

110. Young learners will enjoy a play included in the text book when they (CTET 2012)

- (1) listen to the teacher reading the play
- (2) enact the play

- (3) get detailed explanations about the play from the teacher
- (4) read the play silently

Exp. (3) Young learners will enjoy a play included in the text book when they enact the play. Key is that young learners feel safe and active with other children, communicating with them.

111. The primary objective of using role play is (CTET 2012)

- (1) to evaluate dialogue writing skill
- (2) to promote the reading habit
- (3) to improve the communicative competence
- (4) to develop acting talent

Exp. (3) During role play, a learner has to interact with many people and respond them quickly. This situation improves communication competence in a learner.

112. When young learners are asked to read a text silently, they should be instructed (CTET 2012)

- (1) to stop reading whenever they encounter a difficult word or phrase
- (2) to infer the meaning of new words from the context and read with comprehension
- (3) to pay special attention to grammar items used in the passage
- (4) to read fast even if they don't comprehend the meaning

Exp. (2) This is because silent reading helps young learners to focus their attention on the text. Their increased concentration on the text is sustained until the entire text is read. This also helps students to comprehend the meaning of new words.

113. Which of the following is a value associated with an inclusive classroom? (CTET 2011)

- (1) Competition
- (2) Envy
- (3) Sympathy
- (4) Collaboration

Exp. (4) Collaboration is one of the most effective values associated with an inclusive classroom as it helps every student to learn from others as they learn from one another.

114. The aim of mechanical drills is to (CTET 2011)

- (1) strengthen the rote learning capacity of the learners
- (2) encourage creative use of language among the learners
- (3) improve the fluency of the learners
- (4) improve the accuracy of the learners

Exp. (2) Mechanical drills in classrooms encourage students to use language creatively.

115. Learners are involved in individual activities pair work, group work and whole-class work because these (CTET 2011)

- (1) provide the learners enough opportunities to relax in a language classroom
- (2) have the sole aim of introducing variety in a language classroom
- (3) enable the already over-worked teacher to preserve her energy thereby becoming more effective
- (4) afford the learners opportunities to use the language in a focused manner for real-life interaction

Exp. (4) The activities mentioned in the statement (in the question) help students (learners) learn or use the language in a real life situation or interaction so that they can stay focused while learning.

116. Which of the following statements is true? (CTET 2011)

- (1) All formative tasks are meant for assessment
- (2) Formative assessment, to be effective, must be conducted only after teaching a lesson
- (3) While all formative tasks are meant for improving teaching-learning, some are used for assessment too
- (4) Formative assessment helps us to grade students into good, average and poor

Exp. (3) In the given options, only option (3) 'all formative tasks are meant for improving teaching-learning, some are used for assessment too' is true. Formative tasks monitor student learning to provide feedback that can be used by teachers to improve their teaching and by students to improve their learning.

117. When young learners seem to lose interest in a lesson, the teacher should (CTET 2011)

- (1) tell a story or conduct an interesting activity
- (2) ask them to sit quietly for some time
- (3) allow them to go out and play
- (4) ask them to sleep for a while

Exp. (1) To revive young learner's interest in the lesson, the teacher should tell them an interesting story or make them engaged in some interesting activities.

118. The Right of Children to Free and Compulsory Education Act, 2009 has included 'all round development of the child' as one of the aims of education because (CTET 2011)

- (1) it nurtures the physical, mental and emotional aspects of the child
- (2) it ensures that every child is a part of a workforce
- (3) every child grows rapidly between six to fourteen years
- (4) proper health care is essential

Exp. (1) The Right of Children to Free and Compulsory Education Act, 2009 has included 'all round development of the child' as one of the aims of education because it nurtures the physical, mental and emotional aspects of the child.

119. Teachers do not give the meaning of new words to learner directly because (CTET 2011)

- (1) learners do not like to be given the meaning of words
- (2) it prevents learners from discovering the meaning through puzzling out using clues
- (3) learners already know the meaning of the words
- (4) vocabulary will not be enriched

Exp. (2) Teachers do not give the meaning of new words to learners directly because he wants them learn by themselves and motivate them to search the meaning of their own.

120. Group project work helps in developing (CTET 2011)

- (1) a high level of ambition to achieve
- (2) collaboration, critical thinking and problem solving
- (3) competition among learners to excel in academics
- (4) good memory in the young learners

Exp. (2) Group project work helps in developing collaboration, critical thinking and problem solving in learners.

121. What type of questions promote thinking skills in children? (CTET 2011)

- (1) Factual questions
- (2) Questions based purely on the reading text
- (3) Personal response questions
- (4) Close-ended questions

Exp. (3) Personal response questions promote thinking skills in children.

121. Students need to brainstorm ideas, organise, draft, edit and revise, their work, is a 'process' which reflects (CTET 2011)

- (1) listening skills
- (2) speaking skills
- (3) reading skills
- (4) writing skills

Exp. (4) All the stated steps reflect the writing skills of learners.

122. Teachers help learners 'construct' their knowledge in English by (CTET 2011)

- (1) giving the learners a lot of assignment and projects that will lead to much practice
- (2) correcting every mistake a learner makes and giving the relevant rule of grammar as immediate feedback
- (3) giving extensive language drills in which learners practice language items mechanically
- (4) enabling them to see the relationship between the prior knowledge and the new knowledge

Exp. (4) Teachers help learners construct their knowledge in English by setting a relation between their previous and new knowledge.

123. Reading for comprehension can be best achieved through (CTET 2011)

- (1) teaching learners to run a finger or pencil under the line being read
- (2) asking the children to read the text aloud
- (3) helping learners speak words softly while reading
- (4) learners reading silently and asking comprehension questions

Exp. (4) Reading for comprehension can be best achieved if learners read silently and ask questions which they face while reading.

ooo

**Daily Current Affairs PDF, GK
PDF and Motivational Post के
लिए हमें Follow करें**

